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ABSTRACT

Designed to assist organizations preparing to celebrate the Bicentennial of the U.S. Constitution through community and school events, this guide provides educational ideas that can be useful in directing the public's attention to the Constitution and the values it represents. Information is included on selecting forum formats, such as mock legislative hearings, town hall meetings, mock trials, and debates and on how to handle scheduling, space requirements, topics, speakers, audiences, and public relations. How to organize successful planning groups and develop programs are described along with suggestions and potential resources for fund-raising efforts. Ideas are presented for developing local publicity including suggestions for working with local media sources. Educational programs that can be incorporated into local school curricula and sample community forum topics are highlighted. Alternative community activities, such as the use of speakers' bureaus or films, are described. Appendices include bibliographies of: (1) written resources about the U.S. Constitution (175 items); (2) Constitution-related audiovisual materials (228 items); and (3) organizations participating in "We the People" programs. (JHP)

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We the People

Program Planning Guide for Community Forums on the Constitution

Lucinda J. Peach, Principal Editor

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I. INTRODUCTION

The Constitution's bicentennial presents an historic opportunity to direct public attention to the Constitution and the important American values it represents. Through educational programs, the public can learn more about the important role the average citizen plays in our constitutional system and be better prepared to fulfill the obligations reserved for that high office. By making the bicentennial a learning experience for the nation, we have an opportunity to rededicate ourselves to the ideals that are the source of our pride in our traditions and our uniquely American heritage.

This program planning guide was prepared in connection with a conference entitled "WE THE PEOPLE: Community Forums on the Constitution" held in May 1986. Both the guidebook and the conference were designed to assist organizations that are preparing to celebrate the bicentennial through community and school events.

The audience for the conference included representatives of state and local bar associations, library associations, bicentennial commissions, humanities' councils, history societies, academia, civic groups, educational organizations and press associations. Those who attended learned techniques for developing community programming about the Constitution and how to train others in those techniques. In addition, they had the opportunity to examine resources available for successful bicentennial programming, both for community forums and alternative programs.

The centerpiece of the community programming described here and featured during the conference emphasized use of community forums as a superior program format. The forums are designed to educate the audience in constitutional principles by encouraging them to speak out on the constitutional issues featured. The forums also emphasize the citizen's role in the continuing development of law, through discussions of issues of contemporary and everyday importance.

The conference and this guidebook have been made possible by grants from the National Endowment for the Humanities, the General Mills Corporation and the 3M Corporation.

TABLE OF CONTENTS

I. INTRODUCTION i

II. OVERVIEW of "WE THE PEOPLE" 1
  Components 1
  Constitutional Topics 3

III. THE CONFERENCE 4

IV. CONDUCTING COMMUNITY FORUMS 8
  A. Choosing a Format 8
  B. Using the Chosen Format 10

V. BUILDING THE FOUNDATIONS: COALITION BUILDING AND PROGRAM PLANNING 16
  A. Coalition Building 16
  B. Program Planning...Made Easier 17

VI. FUNDRAISING 24
  A. Ten Tips for Fund-Raisers 24
  B. Fund-Raising Events 24
  C. Guidelines for Preparing a General Grant Proposal . . 25
  D. Questions Most Often Asked by Corporate Officers . . . 27
  E. How to Target Funding Sources 27
  F. Fund-Raising Resources 28

VII. PUBLICITY 32

VIII. WORKING WITH THE MEDIA 37
  A. To Date: Media Involvement With The Bicentennial on the Local Level 37
  B. The Media's Role in Celebrations for the Bicentennial. 38
  C. Nuts and Bolts 39
  D. Making the Bicentennial a Visual Learning Experience . 39
  E. What Are You Going To Put In That Slot? 42
  F. How Radio Can Broadcast Your Bicentennial Message. . . 43
  G. Getting the Constitution Across Via Newspaper Columns. 43
  H. Promoting Your Bicentennial Programs in the Media . . 44

IX. WORKING WITH THE SCHOOLS 46
  A. Law-Related Education Programs 46
  B. School Board and School Administration Involvement . . 46
  C. Law Day and Constitution Day 47
  D. National Bicentennial Programs 48
  E. Mock Trials and Moot Courts 49
  F. Newspapers-in-Education (NIE) Program 54
  G. TIME Education Program 56
  H. Other Ideas 56

X. SAMPLE COMMUNITY FORUM TOPICS 58

XI. ALTERNATIVE COMMUNITY PROGRAM IDEAS 66
  A. Speakers' Bureau 66
  B. Film Series 67
    1. Using Films for Community Activities 67
  C. Other Ideas 73

XII. APPENDIX 74
  A. Bibliography of Written Resources on the Constitution 74
  B. Annotated Bibliography of Constitution-Related Audiovisual Materials 93
  C. Biographies of Organizations, Participating in WE THE PEOPLE .133

II. OVERVIEW

"WE THE PEOPLE"

A COMPREHENSIVE PROJECT IN CELEBRATION OF THE BICENTENNIAL OF THE UNITED STATES CONSTITUTION

organized by the
AMERICAN BAR ASSOCIATION

For more than three years, the American Bar Association, through its Commission on Public Understanding About the Law, has been planning a major nationwide program designed to recount the story of the Constitution and its role in contemporary American life. One aspect of the ABA's WE THE PEOPLE program is to provide clearinghouse and consultant services for groups planning events to celebrate the Constitution's bicentennial at the national, state and local level. The Commission is awarding certificates to projects around the country that recognize their contributions to bicentennial celebrations. In addition, the programs and activities described below are being developed by the ABA with the assistance of the following organizations:

- °KQED, Inc., public television station of San Francisco,
- °The American Library Association,
- °The American Newspaper Publishers Association Foundation,
- °The American Society of Newspaper Editors,
- °The National Association of Broadcasters,
- °The National Cable Television Association,
- °The National Community Education Association,
- °The American Association of Adult and Continuing Education,
- °The American Association of Community and Junior Colleges,
- °The National Association of Bar Executives,
- °The Office of Smithsonian Symposia and Seminars, and
- °The Society of Professional Journalists, Sigma Delta Chi.

COMPONENTS

Television: The project's centerpiece will be a series of four hour-long television programs on the Constitution, to be broadcast on the Public Broadcasting Service. The prime-time series will examine the interplay of American history and the Constitution as well as our national charter's effect on the most vital issues of the day. The programs will be coordinated in substance and format with the other project elements. Underwriting for the television series, as well as key components to the WE THE PEOPLE program, is being provided by Merrill Lynch & Co., Inc., the Corporation for Public Broadcasting, and dozens of law firms nationwide.

Radio: A series of 30 five-minute segments to be broadcast over National Public Radio is being planned to supplement the television series. The radio spots will trace the origins, drafting, implementation, and interpretation of the Constitution. Both the radio and television and programs will be adaptable for teaching secondary and college students.

Newspapers: A special newspaper supplement with illustrated camera-ready articles will run in newspapers across the country in conjunction with the television series. These will be available free to all newspapers nationwide for publication in regular editions and/or special runs for school children.

Community Forums: A series of community-based programs on constitutional issues will be conducted by local organizations, using materials and guides from the national project. The "We the People" conference was designed to assist state and local organizations to plan and implement this aspect of the project.

Conferences and Seminars: In addition to the training conference, several programs are being planned, including:

- °a major international symposium, "Our Constitutional Roots, Rights and Responsibilities," co-sponsored with the Smithsonian Institution and the University of Virginia, is planned over a six-day period in May 1987;
- °a national American Assembly conference on the structure of government established by the Constitution, featuring preeminent scholars and politicians, is to be held at Arden House in New York in April, 1987.
- °a Southeast regional training conference on community forums being planned with the North Carolina Bicentennial Commission is scheduled for November 1987; and
- °the ABA's 1987 annual meeting in San Francisco in August will feature a bicentennial theme.

Youth Education Activities: The ABA Special Committee on Youth Education for Citizenship plans a number of bicentennial activities for school-age youth, including a national mock trial competition; a national high school writing competition, co-sponsored with the Commission on the Bicentennial of the U.S. Constitution; a newsletter entitled "A Salute to the Constitution;" activity handbooks and conferences for educators to help them develop bicentennial programs in the schools. (In this portion of the project, the participating organizations listed above are joined by the American Association of School Administrators, the National Association of Elementary School Principals, the National Association of Secondary School Principals, the National Council for the Social Studies and the National School Boards Association.)

Publications: ABA bicentennial publications include:
Speaking & Writing Truth: Community Forums on the First Amendment: scripts and legal background to help organizers conduct community events for the bicentennial on a variety of First Amendment topics. Also includes a history of the events leading to the adoption of the First Amendment. ($4.95)

We the People: Community Forums on the Constitution: scripts and legal background similar to the book described above but on a broader range of constitutional topics. Available Winter 1986.

The Blessings of Liberty: Bicentennial Lectures at the National Archives: a compilation of essays based on a series of bicentennial lectures held at the National Archives. The book is intended to be a substantive resource to those planning bicentennial activities. Available Fall 1986.

"Toward the Bicentennial of the Constitution:" a co-sponsored special issue of National Forum magazine with articles on the Constitution by President Ronald Reagan, former Chief Justice Warren Burger, Speaker of the U.S. House of Representatives Thomas P. O'Neill, Jr., and leading constitutional scholars. ($1.00)

Passport to Legal Understanding: the ABA Public Understanding Commission's regular newsletter will continue to report on happenings around the country throughout the bicentennial period. (Free)

In addition to the publications described, a mass-market book and a community college guide to accompany the television series are planned.

CONSTITUTIONAL TOPICS

The following topics will be covered in all aspects of WE THE PEOPLE, including the community forums.

1. WHY A CONSTITUTION?
   Explores why the Framers decided there was a need for a written constitution, what a constitution is, and what it means to have a constitutional system, including an examination of the amendment process.

2. GOVERNING A NATION
   Examines how the constitutional system disperses power in order to prevent the national government from becoming autocratic. Primary emphasis is on the system of checks and balances and on the concept of federalism.

3. JUDICIAL POWER
   Looks at the role of the courts in interpreting and preserving the constitutional system, and how that sometimes operates to frustrate popular policy. The program will feature questions raised about judicial independence, judicial review and judicial power.

8

4. EXPRESSION AND THE POLITICAL PROCESS
   Discusses the political process with particular emphasis on the roles played by voting and political speech. Includes a look at the expansion of the franchise over history, access to the ballot, reapportionment, political advocacy and the countervailing considerations of national security.

5. SELF-EXPRESSION AND FREEDOM OF CONSCIENCE
   Covers issues of censorship, obscenity and religious freedom, including the competing interests protected by the Free Exercise and Establishment clauses.

6. EQUALITY UNDER THE CONSTITUTION
   Looks at the promise of equal protection contained in the Fourteenth Amendment and today's battles over the Equal Rights Amendment, affirmative action and reverse discrimination.

7. RIGHTS OF THE ACCUSED
   Examines the rights accorded the accused in the Fourth, Fifth, Sixth and Eighth Amendments and their meaning today when law enforcement considerations appear frustrated by constitutional requirements and when others have called for less emphasis on the accused and greater sensitivity to the rights of victims.

8. AUTONOMY AND ECONOMIC FREEDOM
   Looks at the concept of due process and the institution of private property as protections of personal automomy, while noting the effect of the federal government's increasing regulation of commerce.

III. THE CONFERENCE

The participants in "WE THE PEOPLE: Community Forums on the Constitution" represented bicentennial planning groups in 43 states, the District of Columbia and the Virgin Islands. Planning groups affiliated with the ABA's WE THE PEOPLE project include more than 900 individuals representing state and local affiliates of the national professional and educational organizations participating in WE THE PEOPLE.

The training conference offered participants the opportunity to learn by example, through the experiences of state committees and other organizations involved in programming for the ABA's John Peter Zenger Initiative during the fall of 1985 and early 1986. Workshops on the component parts of community programming assisted state and local organizers in planning their own events.

A workshop on "coalition building" showed attendees how to make the most of the resources available to them through the organizations participating in WE THE PEOPLE. This workshop was intended to encourage state committees to build on the networks already established in planning for the bicentennial. In addition, contact with fellow committee members and other state committees throughout the conference encouraged the development of a broader, national network. Presenters emphasized their own experiences in planning bicentennial events.

A workshop on school-based programs focused on opportunities to reach elementary and secondary school children during the bicentennial period.

A workshop on fundraising guided attendees in obtaining monies for their public education programs, suggesting funding sources like state humanities councils and various strategies for fundraising drives.

A workshop on publicity offered state organizers tips on how to get the word out on their programs. It included both the public relations needed to garner an audience and to publicize the substantive issues touched upon in the forums in order to broaden the forums' public outreach.

Concurrent workshops on working with the media, one designed for smaller markets and another for larger ones, showed attendees how to use both the print and broadcast media, as well as video, to educate the public about the Constitution. The workshop drew on the expertise of the media organizations that are part of WE THE PEOPLE.

Participants were able to share the intensive knowledge they gleaned from Saturday's sessions during a final, informal workshop Sunday morning. Here many of the expert panelists were available for personal consultations.

In addition to the workshops, several other conference events were designed to educate planners on the art of community programming. Two model community forums were presented, using different formats and covering different constitutional issues. The showing of Inherit the Wind, a major motion picture on a constitutional issue, when followed by a discussion group, presented an example of an alternative program. Attendees also learned much about available materials from the exhibits of written and audio-visual materials that were displayed throughout the conference.

Finally, the participants learned from perhaps the greatest resource at the conference -- each other. Many of the participants have been involved in law-related (if not bicentennial-related) community programming for quite some time. Their suggestions and advice on how to structure a program, what to do and not to do, were based on the reality of experience -- failure as well as successes -- experience which made them perhaps the most valuable part of the conference of all.

The program for the conference follows:

PROGRAM

Friday, May 9, 1986

11:00 - 12:30	Registration -- Saint Paul Hotel lobby
12:30 - 1:00	**Welcome** -- Landmark Center Cortille Victor Tedesco, President St. Paul City Council **WE THE PEOPLE -- Celebrating the Constitution by Educating the Public** Mark I. Harrison, Chairman, ABA Commission on Public Understanding About the Law
1:00 - 2:00	Luncheon
2:00 - 2:45	**"Reasons for Celebrating the Bicentennial Beyond the Thirteen Original States"** Address: Hubert H. Humphrey III Attorney General of Minnesota
2:45 - 3:00	Break
3:00 - 5:30	**"On Trial: Are School-Sponsored Christmas Programs a Constitutional Violation?"** A Model Forum on Religion and the First Amendment, to be followed by socratic dialogue/discussion -- Landmark Center Auditorium
5:30 - 7:00	Videotape Viewing Room Opens -- Saint Paul Hotel, Ireland Room
7:00 - 8:30	Dinner -- Saint Paul Hotel, Casino Ballroom
8:30 - 10:00	**Inherit the Wind** -- Casino Ballroom Screening of 1960 classic, with Spencer Tracy as attorney Henry Drummond in a drama based on the legendary Scopes "Monkey Trial," in which William Jennings Bryan and Clarence Darrow clashed over a Tennessee law that prohibited teaching the theory of evolution.
10:00 - 11:30	Film Discussion and Reception

Saturday, May 10, 1986

8:30 - 9:00	Continental Breakfast Exhibits Open -- Saint Paul Hotel, Casino Promenade and Ballroom
9:00 - 10:15	**Concurrent Workshops**

- **Organizing Your Program and Building Community Support**
  -- Mayo Room, Saint Paul Hotel

  Moderator: Nancy Herman, American Library Association
  Panelists: Ronald Gould, Seattle attorney
  Midge Korczak, Boulder County (Colorado) Bar Association
  Warren Stewart, Alexandria (Virginia) City Schools

- **Fundraising for Your Bicentennial Program**
  -- North Hill Room, Saint Paul Hotel

  Moderator: Sandra Hughes, ABA Resource Development Office
  Panelists: Pamela Bonnell, Texas Library Association
  Cheryl Dickson, Minnesota Humanities Council
  Charles Edwards, Edwards Group, Hinsdale, Illinois

- **Publicizing the Bicentennial in Your Community**
  -- South Hill Room, Saint Paul Hotel

  Moderator: Judith Krug, American Library Association
  Panelists: Rory Benson, National Association of Broadcasters
  Peter Cavanaugh, Minnesota Bar Association
  Maury Klein, Trinity Repertory Company
  Dorothy Molstad, West Publishing Company

- **Working with Schools to Bring the Bicentennial to Youth**
  -- Mesabi Room, Saint Paul Hotel

  Moderator: Minna Novick, ABA Committee on Youth Education for Citizenship
  Panelists: Ester Connelly, Time Magazine Education Program
  Eric Mondschein, Law, Youth and Citizenship Program
  New York State Bar Association
  Stuart Kendall, Newspapers-in-Education,
  The Milwaukee Journal

10:15 - 10:30	**Coffee Break** -- Saint Paul Hotel, Casino Promenade
10:30 - 12:15	Workshops: **The Media's Role in the Bicentennial**

- **Working with the Media (Small Markets)**
  -- Mayo Room, Saint Paul Hotel

  Moderator: E.A. (Wally) Richter, The Missouri Bar
  Panelists: Karen Baxter, National Cable Television Assn.
  John Finnegan, St. Paul Pioneer Press
  Jeffery Portnoy, Hawaii Bar Association
  Kenneth Shear, Philadelphia Bar Association

- Working with the Media (Large Markets)
  -- North and South Hill Room, Saint Paul Hotel

  Moderator: Mark I. Harrison, ABA Commission on Public Understanding
  Panelists: Richard Holcomb, National Cable Television Assn.
  Timothy O'Rourke, Virginia Bicentennial Commission
  Phil Record, Fort Worth Star-Telegram
  Lewis (Dusty) Sang, The Florida Bar

12:30 - 1:45	Luncheon -- Casino Ballroom
2:00 - 3:15	**Repeat Concurrent Workshops**
3:15 - 3:30	Coffee and Soda Break -- Casino Promenade
3:30 - 5:30	**"Censorship or Selectivity?"** A Model Forum on Removing Books From School Library Shelves followed by socratic dialogue -- Casino Ballroom
5:30 - 7:00	Reception -- Casino Promenade

Sunday, May 11, 1986

9:00 - 12:00 noon	Continental Breakfast and Informal Discussion Groups -- North and South Hill Rooms

Bicentennial publications will be displayed in the Casino Promenade and Ballroom during the conference. In addition, videocassettes on constitutional topics will be shown in the hotel's Ireland Room, Friday from 5:30 p.m. to 11:00 p.m. and Saturday from 8:30 a.m. to 7:00 p.m.

The materials presented in this guidebook reflect the topics of the workshop presentations at the conference:

- °Organizing/Coalition Building
- °Fundraising
- °Publicity
- °Working with the Media
- °Working with the Schools

They also cover the "nuts and bolts" of conducting community forums, including a list of suggested topic ideas. Alternative community programs, including film festivals and speakers' bureaus, are also described.

In addition, we've included an Appendix containing a wealth of information and resources to assist you in planning programs for the bicentennial, including:

- °An Annotated Bibliography of Films on Constitutional and Legal Topics
- °An Annotated Bibliography of Resource Materials for celebrating the bicentennial
- °Annotated Bibliography of Audio-Visual Materials
- °A Bibliography of Written Materials on Constitutional Topics
- °Annotated Bibliography of Materials for Youth

While the forums represent a prefabricated model for public programs on the First Amendment, they also present local sponsors with an opportunity for further creativity in the subject area. The information on community programs presented here can also be the subject of articles, publications, school programs, conferences and speeches, to give just a few examples. In addition to forums, a variety of alternative community programming models have been presented here. Whatever means are chosen to convey the rich constitutional heritage we enjoy as Americans, the American Bar Association's Commission on Public Understanding About the Law remains ready to assist.

IV. CONDUCTING COMMUNITY FORUMS

As Justice Louis Brandeis once wrote: "Those who won our independence believed ... that public discussion is a political duty; and that this should be a fundamental principle of the American government." The community forums take this principle to heart, giving citizens an opportunity to discuss the constitutional questions of our time.

WE THE PEOPLE's community forums serve both educational and participatory purposes. They allow the public to examine various aspects of the Constitution, its evolution, the underlying values involved, and its significance in contemporary society and to the individual citizen. The attending public can speak out on the constitutional issues featured as well as learn more about the citizen's role in the continuing development of the law.

A. Choosing a Format

Four basic forum formats were developed to combine brief concept presentations with frequent opportunities for the audience to participate in dialogue with discussion leaders, who will often be scholars in the subject area. By structuring the forums carefully, organizers will ensure they serve their educational purpose, as well as give participants an opportunity to explore constitutional considerations that are conceptually new to them. The forums will also be local news events, generating their own coverage and further educational outreach.

Organizers may choose from the following model formats: mock legislative hearing, town hall meeting (socratic discussion), mock trial, and debate. These format options ensure that local needs, resources and abilities are best utilized. In 1985, a series of forums on First Amendment topics were modeled in 30 states as part of the "John Peter Zenger Initiative." That initiative used the 250th anniversary of colonial publisher John Peter Zenger's acquittal on charges of seditious libel to focus on important current First Amendment issues. A book, Speaking & Writing Truth: Community Forums on the First Amendment, was published by the ABA Press to guide forum organizers in the process.

Last year, Zenger planning committees reported the most enthusiastic response to forums that combined a mock trial to present the factual situation to the audience in an entertaining fashion with a subsequent socratic dialogue that asked the audience to consider the issues as a judge would. In addition to the forums, citizens' conferences also were popular.

While in 1987, the local forums will be a major community activity for the bicentennial, existing community education outlets are already in use by many local affiliates of the WE THE PEOPLE national organizations. These include speakers' bureaus; law day/law week programs; "ask-a-lawyer" and similar avenues of public legal information from television, radio and newspapers; public service announcements; courses through community colleges and adult extension services; and annual conferences.

All of the formats are well-suited to the use of media. Videotaped or filmed segments may be incorporated into presentations. The "council meeting" may be broadcast on local radio, television or cable to reach a larger, more general audience. Broadcast live, the formats permit a listening audience to participate by telephone, calling in opinions and votes. Videotaped, the programs may be used by schools and other community groups as the basis for later educational efforts.

The following descriptions lay out the basic format choices:

a. Mock Legislative Hearing

The legislative hearing format features a town or city council meeting as a means of addressing key constitutional issues. At the forum, mock council members introduce several resolutions with constitutional implications. The resolutions address real community issues. After speaking on behalf of the resolutions, council members hear testimony from witnesses planted among the audience. By prearrangement, the testifying "witnesses" represent all points of view. Since even those with prepared scripts seem to come up from the audience voluntarily, other members of the audience also take up the invitation to speak to the issues. The forum is capped by a review of relevant law by the council's "legal counsel." Participants are then polled on the questions debated.

b. Town Hall Meeting

The town hall meeting format might best be described as similar to a television talk show that uses a host to encourage dialogue between the audience and a panel of experts. It features a moderator and expert guest or guests, who can present a constitutional issue of contemporary importance, draw on historic and social influences pertinent to the issue, and place the issue in the larger context of American society. Members of the audience are encouraged to question the experts and respond to the discussion. A socratic dialogue ensues, where the knowledgeable moderator tests the audience's opinions through hypothetical situations that apply their beliefs to unforeseen circumstances. The expert guests should be carefully selected to represent responsibly all viewpoints and give the issue a full and fair hearing.

The key to success in this format is choosing the right moderator to serve as discussion leader. The person should be familiar with the subject matter, capable of putting the audience at ease and something of a showman. Many law school professors have experience and ability in using the Socratic method to elicit discussion and debate from a large group. This kind of experience may be ideal for a large public audience. Local sponsors may wish to look to neighboring law schools for a discussion leader. Still, it is important to remember the differences between a class of law students and a lay adult audience. To keep the audience interested, you need a measure of "entertainment" in the proceedings and a clear presentation that avoids legalisms. Some very effective law professors may not necessarily be effective as discussion leaders in this program.

Local sponsors should consider other possible candidates for moderator. For example, public officials, including judges, may be approached; so may radio or television talk show hosts who have experience with the format and can use the experts to fill gaps in their own knowledge. Choosing a well-known local personality may be very useful to promote the program and attract an audience.

c. Mock Trial

In the mock trial format, the audience will witness the drama of issues presented in a courtroom trial or appellate hearing, designed to raise all relevant questions and present intensive advocacy from both sides of the issues. The audience then serves as a jury, discussing the testimony and choosing the result they believe proper. The judge, much like the moderator in the town hall format, leads the audience discussion (jury deliberation) in a socratic dialogue. The trial participants are also available to help guide this discussion.

d. Debate

Finally, a debate format gives sponsors a less elaborate alternative for the forums. The debate should feature prominent advocates and be followed by a question-and-answer period period, during which members of the audience direct inquiries to the debaters and then discuss the points raised. Here again, an experienced discussion leader is important to making audience participation meaningful.

2. Using the Chosen Format

In putting on a forum it is useful to keep in mind that the events are designed to further the following goals for the participants:

1. To acquire knowledge of constitutional principles;

2. To observe the practical application of abstract legal principles to issues of local concern;
3. To recognize the diverse social, moral and economic values that are central to legal issues;
4. To observe the ways in which law expresses community values;
5. To observe the law used as a tool in resolving issues and accommodating different interests; and
6. To understand the citizen's continuing role in the development of the law.

In executing the formats, attention must be given to scheduling, space requirements, topics, speakers, audience, and public relations. Forming a committee, with each of its members assigned one of the major responsibilities listed above, can assure that the forums will be successfully implemented. Committee members may include representatives of the legal profession, the education community, the media, and other community organizations. This broad representation from diverse occupations can help later with publicity, acquiring speakers, and attracting an audience. The committee should be large enough to accomplish the tasks to be undertaken. Each person on the committee should keep written records to be circulated among the members, attend regular committee meetings and receive continuous follow-up and reinforcement.

a. Scheduling

Scheduling should be one of the first steps the committee addresses. It is often easier to schedule the forums around special voluntary, club or group activities. The forums can be held at regular meeting times and locations when associated with a special group. Scheduling forums in this manner guarantees them an audience. If possible, the group's meeting should be open to the public, to build a larger audience on the established base of the group's membership.

If a general audience is preferred, then the forums must be presented on a weekend or a weekday evening. According to many bar associations, Saturday mornings are the best time to attract a large audience.

b. Finding Space

Scheduling often hinges on the space available. For audiences that will come from an existing organization, the group's regular meeting space would be appropriate. For a general audience, local schools or community colleges offer possible locations, but using them may require attendees to register for a course or organizers to make a large monetary deposit as liability insurance. For schools and other public buildings like shopping centers, appropriate county, city, and state officials must be contacted to obtain permission and, possibly, a permit. Dealing with any bureaucratic tangles should be done well in advance, since it can be a time-consuming process. In choosing a location, look for a central site near public transportation with parking facilities, security, and several rooms to allow for smaller discussion groups. If you expect a large audience, provide a proper sound system, with a back-up system if possible. These should be secured and tested in advance.

Before you begin actively searching for a location, consider possible spaces that might be donated or involve only minimal cost. Local theaters, churches and town halls are possible locations. Remember, even using "free" public or private space may still require a security deposit. With any space, obtain a written document that clarifies the terms of your agreement and protects the rights of forum organizers.

c. Deciding on Topics and Choosing a Format

There are countless constitutional issues which can be used as topics for community forums. Several topics, arranged by theme, are listed in Section X of this guide. In addition, topics on First Amendment issues with already-prepared scripts are available in the Commission's handbook Speaking and Writing Truth: Community Forums on the First Amendment. Further scripts on a variety of constitutional issues will be published in a new Commission handbook, available in Winter 1986.

For a specialized audience, a topic of immediate interest may be selected. Also, organizers can survey the target audience to collect subject ideas. The topic and format should be geared toward the individual community. If a particular issue has stirred up local controversy or interest, then it might be a ripe topic for a forum. In choosing a topic, aim to attract the audience's interest and, for most formats, their participation.

The format you select depends on the participants who are available. When two well-known individuals can tackle the two sides of an issue, using the debate format might be the best bet. If you have an ample supply of players, the mock legislative hearing or mock trial formats are natural choices. An especially exciting moderator and a wealth of true expertise may indicate the town hall format would be a feasible option. In any event, if the audience appears too timid to participate voluntarily, be prepared to turn whatever format you choose into a socratic discussion. This will encourage the audience to get involved.

d. Selecting Participants

You can choose participants from a variety of sources. Obviously, members of the bar and educators offer many possibilities, as do members of the co-sponsoring public organizations. Participants who are familiar with the viewpoints they will propose in the roles they play can add invaluable knowledge, persuasiveness and realism to the proceedings. Including participants from a wide variety of backgrounds and interests will enrich the quality of the discussions and make for more colorful debates.

Planning groups may also have local public officials play the roles that correspond to their offices. Several important cautions must be considered, however. The issues discussed in these forums were chosen for their popular interest, currency and controversy. Public officials may be reluctant to speak freely on hypothetical issues that they may have to take future action on. In addition, organizers must be sensitive to possible charges of favoritism when using public officials in an election year. Wisdom might dictate that you avoid using any political candidates, unless all are represented. Nonetheless, having local officials participate in these programs offers immense potential and should be carefully considered.

Local sponsors should also use caution before inviting representatives of actual interest groups to participate as players. These representatives can contribute realism and enthusiasm to their presentations, particularly if they advocate positions similar to those in the instructional materials, but they may get carried away by the soapbox a community forum would give them. The dangers they pose may outweigh the benefits, and the controversial nature of the proposals could overshadow the forum's function as a vehicle for instruction on the Constitution.

After the committee targets several potential participants, contact them early in the forum's planning stages since many must work around tight schedules.

Once your aspiring actors accept the invitation to participate, send them more information (and a forum script, if your forum format requires one). One or several meetings with the participants and the committee may be needed to clarify their roles and to answer questions. In some instances, rehearsing in front of the committee may be beneficial. The number of meetings and the type of contacts you have with forum participants (i.e., in person, by letter, or by phone) will depend on the commitments and time constraints of both participants and committee members. In any case, maintain some sort of continuous contact to ensure a smooth and successful production.

e. Acquiring an Audience

The format and the nature of issues in each forum are particularly attractive for adults, but they may be used with equal success before student audiences. In addition, materials from forums designed for adults, such as videotapes, can be adapted and used in the schools later on. (Many press clubs and associations have Newspapers-in-Education (NIE) programs that can assist with adapting materials. NIE programs are discussed under the Working With the Schools section of this Guide). The major responsibility for attracting the audience rests on the sponsoring organizations. Use the coalition committee that planned the forums as a building block for a larger audience, with each group's constituents as its base. Committees should seek additional sponsors in local civic, fraternal, service or other such organizations early in the planning process.

Additional sponsors can help in a number of ways. Their membership can serve as the nucleus of the audience. They are also a source of volunteers for promotion and production and a pool for active participants. The groups' prestige will aid in promotion and in seeking financial support. Conversely, they will be more inclined to work with you if your program meets their needs and allows them to receive favorable coverage in the media. Their participation also ensures that a developing program remains properly geared to a lay audience. Senior citizens' groups, in particular, are promising candidates as co-sponsors. Their members have time, interest, and a wealth of experience in different areas, all of which can be invaluable in planning, producing and conducting the program.

A captive audience is the easiest to organize. Arranging to conduct your program as part of an organization's regularly scheduled meeting or a school's assembly period are examples. A target audience is the second best. Focus your audience to fit the subject matter of your program. If, for example, your topic relates to the status of women under the Constitution, the League of Women Voters would be a natural. Many national organizations, including the League, have state and local affiliates which conduct regular meetings.

You may also consider getting local political leaders involved since many will be interested in supporting your efforts, may be able to suggest that other organizations also get involved and might make mailing lists available to use for inviting participants. Similarly, you may want to cultivate involvement from corporations and other private sector institutions. Don't overlook educational institutions, even for adult programs. Many public schools have adult education classes and facilities for evening programs, often organized by the National Association of Community Educators. Chambers of Commerce should be able to tell you the dates when various groups have scheduled meetings and other events.

Developing an effective promotional strategy is essential to reach out to the community. This can be achieved by involving local press, and radio and television stations, who could aid the project through general community interest. They may also want to increase public understanding of issues they find particularly attractive, most notably freedom of the press. In addition, the media might see opportunities for original local programming based on the project. For example, local educational or cable television may become co-sponsors with the intent of presenting sessions live or videotaped. This kind of media involvement offers many opportunities for production assistance, financial contributions, promotion and publicity.

f. Conducting the Forum

Two different forums were conducted at the training conference. One was a mock trial on whether a public school Christmas pageant violated the Establishment Clause of the First Amendment. The second was a mock school board meeting concerning removal of books from school library shelves.

After the scripted portions of the forums were presented, the audience was invited to participate, in the mock trial, both to discuss the constitutional issues raised as well as to consider the effectiveness of the forum model in their own communities. In the mock trial, the audience acted as the jury convened to decide the issue; in the school board hearing, the audience aired views as members of the school's local community.

V. BUILDING THE FOUNDATIONS:

ORGANIZING AND COALITION BUILDING

Many of you reading this program guide are working with established bicentennial groups, especially if your state has an organized "WE THE PEOPLE" planning group. You may have even conducted a community forum as part of the Zenger Initiative sponsored by "WE THE PEOPLE" planning groups last fall. However, if a planning group has not yet been established in your area, or if the members of the planning group have been dragging their heels in getting organized to decide what type of bicentennial program it wants to conduct, the following information will assist you in getting your bicentennial program into gear.

* * * * * *

A. Coalition Building

For those of you just starting to build a bicentennial planning group, the information contained in the prior section, under the heading "Acquiring an Audience" should be useful. In addition, the following information is included to assist you in your efforts. The material is adopted from the Coalition Building Resource Book, edited by Susan L. Heath of the American Library Association's Intellectual Freedom Committee Task Force on Coalitions and the Academic Freedom Group's Workshop Resource Book.

Collaboration among diverse groups in working toward a common goal is never easy, but it is often critical in making real gains. Collaboration can be achieved through alliance building. To build alliances you need creativity, resourcefulness, diplomacy, and, most of all, a devotion toward a clear and recognizable goal.

Guidelines for successful coalitions:

1. All participants must be clear on and agree to a common goal.

2. All participants must be willing to share power, decision-making, and the work.

3. No one group or groups in the coalition or alliance should ask for or expect another group to compromise any of its organizational objectives.

4. Leadership must be by consensus, not by coercion.

5. Planning requires explicit movement through systematic steps.

Several Important Reasons for Forming and Maintaining Coalitions

1. To create a broad-based constituency of like-minded educational and other public outreach-oriented organizations focusing on the dissemination of programs and other activities designed to educate the public about the U.S. Constitution. (These can include educators, good government groups, academics, civic associations, membership organizations and special interest groups.)

2. To provide a clearinghouse for information on the Constitution to be utilized by all member groups, the press and researchers.

3. To create high visibility for constitutional concerns and provide a forum for their positive discussion.
   a. Sponsor workshops, conferences, lectures, and panel discussions for the general public, professional organizations or by request.
   b. Prepare radio spots, grant interviews and supply resources for articles.
   c. Publish guidelines, documents, articles and audiovisual resources for use by professional groups, citizens and students.

B. Program Planning...Made Easier

This is an outline of the many questions, activities and problems that you will need to resolve in planning and carrying out a community program on the Constitution. Although it has been prepared with an eye towards community forums, many of the procedures and other arrangements outlined here are equally applicable to other types of community program events. The arrangement is chronological, but don't feel constrained by a predetermined plan - make it your own!

This section discusses the three essential steps in preparing a program:

°Planning - A process of deciding what your objectives are and how best to accomplish them.

°Implementation - Presenting the program - the culmination of all your work and planning.

°Follow-up and Evaluation - Attending to all the final details: paying the bills, writing the thank you notes, paying the speakers' fees, issuing a final report, and making an effort to find out if the meeting actually carried out the objectives.

1. PLANNING THE WORKSHOP

The Planning Committee

In most states a WE THE PEOPLE planning group committee has been formed to be responsible for planning community programs on the Constitution. A chairperson has been (or should be!) appointed to coordinate everyone's efforts. Getting the speakers and participants you want, as well as a number of enthusiastic members for your planning group, may be enhanced if your chairperson is a recognized and respected member of your community.

The planning committee should meet at least six months ahead of the scheduled program date and begin planning early. With thorough planning, the program will be well balanced and of high quality. In addition, your costs can be lowered if you do not have to spend limited funds on air freight, overtime printing costs and other last minute expenses. Too many things can go wrong if you delay preparations until a short time before the deadline. And, of course, if you are pressed for time, it's easy to make the expedient decision rather than the wise one.

You may want to invite some resource people to the initial planning meeting who will lend some special knowledge which can make your job easier and less complex.

When your committee meets, be sure someone is responsible for taking minutes so there will be a record of all decisions and recommendations.

Choose Objectives

The first question to discuss is what you want to achieve through the program. Possible objectives are:

--to increase knowledge about a certain constitutional issue
--to help the participants better understand a complex issue
--to solve a special problem in your community that has a constitutional dimension.

The objectives (or goals, or purposes) you choose must be the core of every part of the program.

Other Questions for the Committee to Discuss

1. A definition of the audience:

°Who will attend?
°What do they need to learn about the Constitution?
°Have there been other programs on this topic for this group?
°Do you see this program as part of a series?

2. **A definition of the theme**:

   With the audience's concerns in mind, what are some possible themes? Do you want to focus on a particular portion of the Constitution, such as the war powers or freedom of the press, or a particular issue involving constitutional interpretation, such as whether comparable worth should be protected by the 14th Amendment or whether student prayer meetings should be allowed in school? At this point, reconsider your objectives. Are you satisfied? If not, reconsider...

3. **Date**:

   Consider when it would be best to hold the program. Also, consider whether its impact would be enhanced as part of a conference or as a separate meeting. Be sure to check the calendar, both for meetings of other groups, and for important holidays, so there are no serious conflicts on the date you choose.

4. **Coffee breaks and meals**:

   If you wish to serve coffee during the break periods, ask for a cost estimate. Meal functions (special luncheons or dinners) can be very expensive. Be sure to inquire about all the expenses involved and be certain the costs are affordable.

Topic Selection

To select specific topics, first it is necessary to go back and recall the goals, the theme and the objectives of the workshop. Also, consider your discussion on the needs of the audience you expect to have. Your selected topics should appeal and apply to your audience, follow the theme and achieve the objectives. What topics should be covered? (An array of potential constitutional issues and topics are listed under section X of this program guide).

General Arrangements

Some of the other plans and arrangements you will need to attend to are speakers, presenters, resource persons, materials, equipment, program techniques, publicity, budget and, of course, making committee assignments to carry out these tasks.

Facilities

Also consider the size of the audience, size of the room, windows, shades, lecture, arrangements for equipment, platform, head tables, seating arrangements. Will the site and the equipment you have chosen help fulfill the program's objectives?

Budget

The sample budget below lists the major expenses that may be encountered in planning a day-long event. Community forums are generally designed to incur minimal expenses. Conferences, on the other hand, tend to be more expensive. Before the program is budgeted, it is first necessary to decide how it will be funded: by your planning group? by charging a registration fee? by sharing expenses between your organization and those attending? If your funding resources are limited, consider charging a registration fee. A ten dollar registration fee paid by fifty participants will give you five hundred dollars to work with. (Also see the chapter in this guide on fundraising.)

- Presenters expenses
  - honorarium (often unnecessary) ____________
  - hotel ____________
  - per diem ____________
  - transportation ____________

- Printing and duplication costs ____________
  - program ____________
  - posters ____________
  - invitations ____________
  - advance materials ____________
  - proceedings ____________
  - name badges ____________
  - signs ____________

- Postage ____________
- Telephone ____________
- Hotel accommodations ____________
- Meeting rooms ____________
- Videotaping ____________
- Planning committee expenses (transportation, meals) ____________
- Equipment rental fees ____________
- Contingencies (@ 5%) ____________
- Hospitality
  - meal ____________
  - coffee breaks ____________
  - social hours ____________

2. Committee Assignments - A Checklist

This is a guide to some of the tasks and arrangements that you may want to consider in making planning group assignments and organizing the program. It is not arranged in any chronological order - however, it should give you a picture of some of the details that will have to be decided and a better idea of what is ahead.

A. Program Location
- Meeting Rooms
- Sleeping Rooms
- Transportation to the area

B. Staff
- Individuals to make arrangements
- Coordinators to select and invite speakers, presenters, discussion leader, recorders, etc.

C. Program Agenda
- Format and method of presentation: town hall meeting; mock legislative hearing, etc.

D. Materials for those attending
- Before the program: Background materials - agenda, poster of participants and presenters, advance readings, travel and hotel information, preparation for what is to happen.
- During the program: Workshop packet and handouts - readings, discussion starters, etc.
- After the program: Proceedings of the workshop, evaluations, continued communication.

E. Physical Arrangements
- Equipment:
  - audio-visuals; typewriters; cassette recorder to tape sessions; microphones
- Room arrangement:
  - "schoolroom," "theater" style or discussion, paper, pencil, water pitchers, etc.

F. Publicity and promotion
- News releases to newspapers and association press
- Brochures announcing the program
- Signs for workshop
- Public service announcements

G. Registration
- Registration desk: where to place it; who will staff it, badges and materials

H. Hospitality
- Meal functions, coffee breaks, receptions, cocktail parties

I. Follow-up Checklist
- Thank you notes to speakers, committees, sales or conference manager of the hotel or organization donating meeting room...and any others who helped
- Report - a final report for the file
- Payment of all bills

- Proceedings: complete proceedings to be sent to all participants, all association members, all those who requested, as well as to local, state or national publications.
  - Final publicity

J. Evaluation
  - During the meeting
  - Post-meeting

* * * * * *

SIX MONTH WORKSHOP PLANNING

Month #1

1. Planning Committee Meets
   a. define goals, objectives and general topic.
   b. prepare budget
   c. decide on location, date, time
   d. prepare general format outline
   e. decide on prospective speakers
   f. decide on workshop site
   g. meet with managers of conference site
   h. announce workshop in state association journals or newsletters

Month #2

1. Invite presenters and other speakers, such as moderators and/or discussion group leaders.
2. Prepare advanced materials, i.e., announcement brochures and workshop materials

Month #3

1. Planning Committee Meets
   a. decide on and prepare program materials, such as forum script.
   b. decide on staff: discussion leaders, recorders

2. Issue press release announcing program; issue a call for participants and announce registration

3. Follow up on invitations to speakers

Month #4

1. Prepare detailed program agenda
2. Follow-up press release, announce speakers
3. Have advance materials duplicated or printed
4. Send out advance flyers or registration forms
5. Invite staff: discussion leaders, recorders

Month #5

1. Duplicate materials needed during event: instructional materials, name tags, signs, meal tickets, handouts, etc.
2. Review budget

Month #6

1. Mail advance readings to registrants and speakers (2-3 weeks before)
2. Meet with manager of program site
   a. if program is held at a hotel or other conference center, give names of participants (with specified room requests)
   b. review and confirm schedule and double check meeting room arrangements
   c. select menu for meal functions, if any
   d. arrange audio-visual equipment, as required
   e. other details: availability of cash box, location of registration desk, name of person to contact if problems should arise, late departures

3. Prepare workshop packets

4. Arrange for newspaper, television and radio coverage of the workshop

VI. FUND-RAISING

A. Ten Tips for Fund-Raisers

A common error made by novices in the fund-raising game is to decide that the fund-raising must start right away, before the programmatic elements of an activity are settled. Before going to a potential contributor, you must determine what you need to make your program successful, what would be nice to have to enhance the program, and what in-kind contributions are available to make the prospect of underwriting attractive to a potential funder. Here are ten tips that are useful to keep in mind:

1. Funding sources are as diverse as the institutions seeking funds; target your proposals to fit the funding source.
2. Before you approach a funding source, be thoroughly familiar with its requirements and with your institution's relationship, including previous contacts and correspondence with that source.
3. Keep your colleagues advised of all you know about a funding source.
4. Believe in yourself and in the project. Be direct and honest about your program; do not exaggerate or misrepresent its merits lest you destroy your own credibility.
5. Style, accuracy and precision are very important in your proposal; avoid jargon.
6. Understand that as a fundraiser your role is that of a broker and the funding source may wish to meet or speak directly with the persons (other than or including yourself) who will carry out the program.
7. Consider funding sources as potential partners, not as adversaries.
8. Accept in good grace a negative decision; it is not a personal affront.
9. Should you receive funding, follow through to ensure that your institution complies completely with grant terms.
10. Hold fast to your vision and ideals by constantly keeping aware of the overall goals for which you are raising funds.

B. Fund-Raising Events

One means of raising money for your community program is to hold a fund-raising event. These can range from those as simple as car washes and bake sales to those as sophisticated as black tie affairs. A special fund-raising committee should be chaired by a member of stature in your community and include sub-chairs to take responsibility for the different aspects of the event, such as food, facility and invitations.

Spring and fall are the best times to hold fund-raisers. Because timing is important, specific dates should be chosen after reviewing dates of school sporting events and other community activities (which your chamber of commerce should be able to tell you).

Invitations to the events should be attractive, mailed in plenty of time before the date and include RSVP's. This should also include a line for those unable to attend to the effect "I am unable to attend, but please accept my contribution of ___________." Major publicity should be disseminated in addition to targeted invitations. Don't request too small an amount for attendance, since people are unlikely to give more than what is asked. An "other contribution" line may be appropriate in addition to a set or suggested/requested amount, depending on the nature of your fund-raiser. Be careful not to tell donors that their contributions are tax deductible without first checking to be certain that they are.

C. Guidelines for Preparing a General Grant Proposal

Although proposal requirements vary from grantor to grantor, formal proposals usually include the following narrative sections:

1. THE NEED FOR THE PROJECT
   What need or problem does the proposed project address? Why is the need or problem one of vital concern to the public and the profession? What are the dimensions of the problem? (i.e., How many people are affected? How frequent or common is the problem or need? What trends are evident? What consequences are foreseen if remedial action is not taken?) What past or current efforts have attempted to address the problem? With what success? Why are additional or renewed efforts necessary at this time?

2. PROJECT SUMMARY AND OBJECTIVES
   In brief terms, what is the nature of the proposed project? Although the project will be described in detail later in the proposal, a capsule description of the program is helpful in explaining project objectives (e.g., The Bicentennial Planning Group of ____________ proposes to develop and conduct a series of four community forums on the theme of the conflict between free exercise of religion and civil rights ...). What are the goals and objectives of the proposed project? Goals are stated in general terms (i.e., to expand public understanding about the Constitution ...). Objectives are stated in more specific, measureable terms (i.e., to activate, within six months of the project start-up, six local planning groups to organize community forums in their own communities).

3. METHODOLOGY
What is the plan for achieving the stated objectives? What are the major components of the plan? What specific activities will be carried out within each component? How will such activities contribute to attaining the stated goals and objectives of the project? Who will carry out the activities? What is the timetable for each major component? How will the components be coordinated? What other groups have agreed to participate in the project? What will their roles be? If publications are included in the project design, how will they be disseminated?

4. ADMINISTRATION
Who will be responsible for carrying out project activities? How have the roles of key personnel been defined? What is the planned role of the sponsoring entity? How and by whom will project progress be monitored?

5. SPONSOR QUALIFICATIONS
Why is your bicentennial planning group better equipped than others to carry out the proposed project? What special resources and/or capabilities are available within the group to support and strengthen the implementation of the project activities? How is the sponsoring entity structured? How many members does it have? Why does it have special qualifications to conduct the project?

6. EVALUATION
How will project performance be measured? By whom? What instruments or techniques will be used (e.g., pre- and post-project questionnaires)?

7. DISSEMINATION AND IMPLICATIONS
How will results of the project be disseminated? Who are the major audiences? How will this information contribute to ongoing or future efforts in the field? Is it expected that the models, methods, or products of the project will serve as models for other professions or organizations confronting analogous problems or challenges in their fields?

8. BUDGET
A detailed, line-item budget should be prepared.

9. BUDGET NARRATIVE
The basis upon which cost estimates have been made should be explained.

10. ATTACHMENTS
Attachments may include: resumes of key personnel, resumes or short biographies of advisory board or key members of sponsoring entity; letters of cooperation or support from other organizations; other supporting materials.

D. Questions Most Often Asked by Corporate Giving Officers

If your proposal meets with interest, you will likely be asked to meet with the corporate or foundation giving officers. Preparation for this meeting is critical. Here is a sampling of frequently posed questions:

1. What is the quality of management of your planning group and its members?
2. Does the project meet a clear need?
3. Is it innovative?
   a. Are you addressing the extension of good work being done?
   b. Can you show you are contributing information to expanding the "state of the art"?
4. Are the goals clear?
5. Is success measureable?
6. Is the project likely to succeed?
7. Is financial strength good?
8. Who else might be giving to your project? Are other sources of funding available to the project?
9. Will the gift enhance the bicentennial group's image in the community?

E. How to Target Funding Sources

In arhoribus non crescit! -- It does not grow on trees! Voluntary contributions do not grow on trees, but like trees, funding results from cultivation. To identify a donor prospect, one needs to find:

1) a person or organization with assets, and
2) a willingness to give those assets.

To target funding sources for the bicentennial program in your community, first you will need to define your market and establish:

1) Who are the local individuals, corporations, foundations, businesses, community organizations or government agencies that can give?
2) What are their funding priorities? Would they be interested in your programs?

The following are some suggested sources for funds:

°The National Endowment for the Humanities. NEH has given over $16 million to bicentennial-related projects in the last three years. In addition, state humanities councils all have funds available for bicentennial projects.

°Funders of the Statue of Liberty. Fund-raising committees were established in every major city for the renovation project. Further information on these committees may be obtained by writing to fund-raising Chairman Lee Iaccoca.

- Smaller, Lesser Known Sources of Funds. Local civic and religious groups, such as the Lutheran Brotherhood and the Polish National Museum, may prove to be surprisingly willing to fund local programs. Unions are another possible source.

- Bar Foundations. Many state and local bar associations have affiliated foundations which donate money to local law-related projects.

- Trusts. Many organizations have established trusts which make charitable contributions. Banks are a prime example.

- Community Foundations. Sometimes referred to as "community trusts", community foundations develop, receive and administer endowment and other funds from private sources and manage them under community control for charitable purposes primarily focused on local needs. There are 208 community foundations nationwide.

F. Fund-Raising Resources

Building Your Own Philanthropic Foundation. Lucy B. Ascoli, Donors Forum of Chicago. This booklet gives descriptions of several types of foundations--ways you can build a foundation and benefits of building that foundation.

Corporate 500: The Directory of Corporate Philanthropy. Prepared by research staff of Public Management Institute. Includes corporate profiles with emphasis on giving interests, guidelines, sample grants.

Currents. Council for Advancement and Support of Education, July/August 1984, vol. 10, pp. 14-23. Contains the following articles: In the Money: Advice from a Foundation President, by John Corbally (pp. 14-18); Breaking into the Foundation Big Time: Soliciting Big Foundations, by Margarete Hall (pp. 18-24); Small Can Be Beautiful: Winning Grants from Small Foundations, by Betsy van Patten (pp. 24-29); Reach Out and Touch Someone: Use Your Phone for Grantseeking, by Mary Kay Murphy (pp. 29-30); and Read It and Reap: A Bibliography of Foundation Research Material, by Bobbie Strand and Mary Kay Murphy (pp. 30-32).

Designs for Fund-Raising. Harold Seymour. New York: McGraw-Hill, 1966.

Directory of Corporate Affiliations "Who Owns Whom," The Family Tree of Every Major Corporation in America. (Annual.) National Register Publishing Co., Inc., 5201 Old Orchard Road, Skokie, Illinois 60677. Includes companies listed on New York and American Stock Exchanges, the "Fortune 1000," and many that are privately owned or traded over-the-counter.

Dun & Bradstreet Million Dollar Directory. Dun & Bradstreet, 99 Church Street, New York, New York 10007. Financial information, officers and directors, etc. of most major businesses.

Dun & Bradstreet Reference Book of Corporate Management. Information on officers and directors in 2,400 companies.

500 Ways for Small Charities to Raise Money. Phillip T. Drotning. Public Services Materials Center, Ill North Central Avenue, Hartsdale, New York 10530. $15.00. Particularly good for small operations where one person may be responsible for the full gamut of research and fund-raising.

The Foundation Center Source Book Profiles. The Foundation Center, New York (Quarterly with Annual cumulation). Analyses of the largest foundations, including corporate and community foundations. Subscribers receive 125 profiles per quarter, along with revised indices by name, subject interest, geographic limitations, etc. Includes directories of state and local grant-makers.

The Foundation Directory. The Foundation Center, N.Y. (Published annually.) Information on foundations with assets in excess of $1 million or grants of $100,000+. More than 3,100 foundations included. Very basic information: name, address, giving interests, financial data, officers and directors, and grant application information, Indices by: state and city locations, personnel, fields of interest.

The Foundation Grants Index. The Foundation Center, N.Y. (Bimonthly with annual cumulation.) A cumulative listing of foundation grants. An excellent source for identifying who gave how much to whom. Indexed by recipient, subject of grant and location.

Fund-Raising: The Guide to Raising Money from Private Sources. Thomas Broce. Norman: University of Oklahoma Press, 1979.

A Lawyers Guide to Private Foundations. Susan N. Gary, Mayer, Brown & Platt. This publication gives reasons for creating a private foundation as well as ways of establishing them.

Library Fund-Raising: Vital Margin for Excellence. Sul Lee. Ann Arbor: Pierian Press, 1984.

Megagifts. Jerold Panas. Chicago: Pluribus Press, 1984.

National Data Book. 4th Edition. 2 volumes. The Foundation Center. $45. Very basic information on more than 22,000 foundations. Alphabetical and geographic volumes. Includes: name, address, principal officer, financial data, annual report information.

Private Support for Public Purposes: Library Fund-Raising. Charlene Clark. Wilson Library Bulletin, February, 1986.

Raising Funds for Libraries: Paths to the Private Sector. Prepared by the American Library Association. Contains brochures, training manual and a video-tape containing a workshop on how to ask for money, skits on fund-raising errors and presentations by successful librarian fundraisers.

Standard and Poor's Register of Corporations, Directors and Executives. Standard & Poor's Corporation, 25 Broadway, New York, New York 10004. Three volumes and supplements. $245. Information on corporations. Biographical data on officers and directors. Corporate "Family Tree" (Vol. III) makes it possible to determine "Who Owns Whom."

State Humanities Councils: The Lasting Experiment. Minnesota Humanities Commission. St. Paul, Minnesota. Free 16 page report covering 15 years of operation by the nation's state humanities councils, listing addresses and phone numbers of these potential funders for bicentennial projects.

Successful Fund-Raising: A Handbook of Proven Strategies and Techniques. William Grasty and Kenneth Sheinkopf. New York: Scribner, 1982.

Taft Corporate Information System. Taft, Inc., Washington, D.C. Includes Corporate Directory (contact person, sample grants, areas of interest, officers, application procedures, etc.) 400 pp; Corporate Updates (profiles on corporate foundations, issued monthly); Corporate Giving Watch (personnel changes, corporate earnings reports, acquisitions, etc.).

Tested Ways to Successful Fund-Raising. George Brakely, Jr. New York: AMACOM Publishing, 1980.

Who's Who in America, Who's Who of American Women, Who's Who in the East, Who's Who in the West, Who's Who in Finance and Industry. Many other volumes treating special groups or areas. Marquis Who's Who, Inc., 200 East Ohio Street, Chicago, Illinois 60611.

Additional Sources

State and Regional Foundation Directories. These directories are invaluable sources since they include information on local funding sources that might not meet the criteria for inclusion in the national directories. State and regional foundation directories may be located by contacting a member of the network of reference collections established by the Foundation Center at libraries.

Tax Returns. IRS forms 990-PF and 990-AR are the informational returns that private foundations are required to file each year. These forms provide thorough financial data and identify foundation managers and major grants. These forms are available to the public through the Foundation Center and through the IRS via aperture cards.

*Last, but not least, consider submitting your program under the ABA's Bicentennial Recognition Program as a means of enhancing your group's fundraising efforts. Applications are available from the Commission on Public Understanding About the Law, 750 North Lake Shore Drive, Chicago, Illinois 60611.

VII. PUBLICITY

As the planning process proceeds, a concentrated effort needs to be placed on public relations. For a specific group-related audience, the organization can advertise during meetings and in available publications or newsletters. To attract a general audience, the media can be helpful.

To make sure accurate and useful information will be publicized, the committee should prepare a press release with the who, what, where, when and why of the forum. Informational materials should include the names of speakers; questions to be addressed; time, date, and location of the seminar; and sponsors of the program. News releases should be mailed or delivered to local newspapers, radio and television stations, as well as to weekly newspapers, which usually publish on Wednesdays and Thursdays. All news items must be distributed at once, so that each media outlet receives equal treatment. Most newspapers, especially larger ones, require you to specify whether your event is public or private, unless a major speaker is involved. For private or limited events, publicity is more apt to be given as a review after the program has already taken place rather than in advance of it.

Prepare at least two news releases before the forums. One should announce the what, where and when of the event before the names of all panelists are finalized; the second release should identify the panelists and repeat the earlier information. Contact radio and television stations about the possibility of having your panelists appear on talk shows before the forums. Select an articulate spokesman from your planning group, who can arouse interest and build attendance by describing your plans. Many radio and television stations will also assist you by taping public service announcements. Also, many local television and radio stations have public service directors to assist you in producing public service announcements.

If your program will be large or include well-known speakers, you might consider holding a press conference before they speak so that reporters can get the story about what the speakers will be presenting. Other effective ways to advertise the forums include posting signs in prominent public locations like grocery stores, libraries, and shopping malls; distributing free pamphlets or flyers, similar to the press release, that provide detailed information; and doing mailings and telephone calls to those identified as potential participants.

On the day planned for your presentation, make sure you post maps and signs to help people find the location. Outlines of the program, scripts and pamphlets from local or state bar associations may make good hand outs. Programs with the speakers, titles and subjects to be presented should be available. If possible, have ushers welcome the audience and guide them to their seats, give out programs and other materials and collect questionnaires.

At the forum, set out a registration desk with name tags and a guest book. Name tags involve the audience by allowing them to address each other by name. The guest book can be used to identify attendees, so that they can be mailed information about future seminars and follow-up surveys on the forum.

These sample promotional materials can be adapted to suit your local needs:

SAMPLE LETTER FOR SERVICE AND CIVIC ORGANIZATIONS IN YOUR COMMUNITY

(date)

Dear ______________________________:

Constitutional issues are a part of our daily lives, even if we don't always realize their importance. On ____________ (date), a free public seminar will be held on the constitutional subject of ________________________________, specifically to explore issues relating to ____________________________ (topic to be addressed in forum).

Your members are welcome to participate and share in a discussion of these important issues, while learning more about the citizen's role in our constitutional system of government. The seminar is sponsored by ___________________________________.

In 1987, we celebrate the 200th anniversary of the U.S. Constitution. Help celebrate this event by joining this discussion that underscores the continuing importance of the Constitution in American life.

The forum is designed to involve participants in discussion and debate--perhaps controversial--about the ways the constitutional issue of ________________________ affects us in our everyday lives. Throughout the country, state-level committees have been organizing similar forums. Our entire membership is supporting this endeavor, and we invite the interest of your organization and its members.

The forums will be held on ______________________ (dates of seminar), at __________________ (time of seminar). It will be held at ________________________(name and location). Thank you for assisting us in making sure all the people in this area are aware of our constitutional forums.

Sincerely,

_____________________ (name)
_____________________ (title)
(telephone number)

* * * * * * *

SAMPLE NEWS RELEASE

FROM: (name of sponsor) CONTACT: (name of chairman, address, phone)

FREE PUBLIC CONSTITUTIONAL FORUM SCHEDULED
FOR IMMEDIATE RELEASE

(City, Date) Citizens can discuss current--and perhaps controversial--constitutional issues at a public forum sponsored by ______________________(organization) on _________ (date) at _______ (time) p.m. It will take place at ________________ (location). This event helps commemorate the 200th anniversary of the U.S. Constitution.

The forum uses a hypothetical case to examine the constitutional issue of ______________________(topic), ________________________ with ____ (the scenario and further explanation of your particular forum).

The forum will make use of local experts from various fields, featuring representatives of the media and legal profession. They include:

*____

*____

*____

*____

(a list of the participants).
For more information about the forum, contact ________________ (name), at ________________(telephone number).

* * * * * *

30-Second Public Service Announcement

The ______________________ (sponsoring organization) is giving area residents an opportunity to learn more about the way the Constitution affects them every day. On _________ (date), you are invited to attend a free public forum on _________________ (topic), _______________________ (place and location) at _________ (time). A distinguished group of community leaders, including representatives from the media and the legal profession, will be available to join you in discussing the issues. For more information call the _____________________ (organization) at __________________ (telephone number).

* * * * * *

60-Second Public Service Announcement

Have you ever wondered about ______________________________ (topic)? You'll get a chance to express your views and receive some answers to your questions at a free public forum on ______________ (date), sponsored by the ____________________________ (organization) from _______________ to _____________ (times) at _________________ (location). Open to the public, the seminar will use the expertise of a panel of experts from the media and the legal profession to explore constitutional issues. It will look at a hypothetical case involving ____________________________________ ____ (longer description of topic). You'll get a chance to question points of law, and to acquire a better understanding of the Constitution and your rights and responsibilities under the law. Call the ________________________ (organization) for more information, at _______________ (telephone number)

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The following article is adapted from an article by Sheila Boro entitled "Publicizing Your Educational Program" originally appearing in Understanding the Law. It describes the publicity efforts engaged in by the New Jersey State Bar Association to promote its "Living Law" seminar series. It suggests several great ways to publicize law-related educational programs which can be used in promoting community programs on the bicentennial.

* * * * * *

Publicizing Your Educational Program

Now that your planning group is ready to launch its bicentennial program, how do you spread the word to John Q. Public?

That time-tested standby, the news release, is a good first step, but it is just the beginning. To reach as many citizens as possible in your city or state, start by targeting places frequented by the public. These include shopping malls, supermarkets and public libraries, to name a few.

Because shopping malls have become the town squares of our society, these are good places to reach and attract an audience. The New Jersey State Bar Association (NJSBA) has made use of shopping malls both to publicize and conduct public education seminars. Through an arrangement with a statewide department store chain with stores in major malls, NJSBA presented its "Living Law" seminar series to the public. This dealt with a variety of topics of interest to the public from divorce to real estate law.

At key entrances to the store, the bar positioned their "Living Law" posters. Each 17 by 20 inch poster had a five-inch-high pocket in the lower left-hand corner labeled "Free Seminars" in bold capital letters. After a specific seminar ended, flyers could be removed from the pockets and replaced with new ones in order to inform the public about upcoming seminars. Dates for seminars were featured prominently on the top half of the flyer, which was folded in thirds. It opened to reveal a complete program of speakers, times, topics and location.

The seminars were conducted in the community room of the department store. This was an intimate setting designed for quality attendance, rather than to attract mass audiences. It proved most effective, since many participants came prepared with sophisticated questions reflecting their special interest in the subject at hand. Because of the small-group sessions, the majority of participants had a good opportunity to pose their questions to the attorney-speakers, which significantly enhanced the overall seminars.

In addition, the department store chain also agreed to provide paid advertising in local papers. The ads invited the public to attend free of charge and listed some of the questions to be addressed, along with names of speakers. NJSBA's co-sponsorship was touted in the bold headline above the ad.

NJSBA also placed its "Living Law" posters in grocery stores (on the community bulletin boards near entrances and exits) and in public libraries. Supermarket managers and librarians were most cooperative and readily allowed the posters announcing this public service.

All of these methods were easy to enact and enabled the NJSBA to reach the public more directly. Based upon the needs of your community, you can adapt these methods to specific audiences. For example, if your organization is sponsoring a seminar on the constitutional rights of the elderly, consider directing your promotional efforts toward senior citizen recreation and resource centers as well as "leisure villages" with a mature population. Staging the event at such places will also help draw a good audience.

Remember that the key word in attracting the public's attendance is quality, not quantity. Tailor each program to a specific audience and concentrate on attracting a quality turnout of that audience--an audience whose interests in the subject matter is keen and who have questions and comments to contribute to the session. In this way, your bicentennial programs will provide a valuable learning experience both for attorneys and the public.

* * * * * *

VIII. WORKING WITH THE MEDIA

by Mary Manemann, Commission Staff Assistant

The WE THE PEOPLE bicentennial project benefits from the involvement of a number of enthusiastic journalistic organizations, most of whom have supplied WE THE PEOPLE with representatives on the state and local level. These people and organizations are logical partners to look to for help in planning and conducting your bicentennial programming.

[Descriptions of, and contacts for, each organization participating in WE THE PEOPLE are included in the appendix to this guide.]

A. To Date: Media Involvement With The Bicentennial on the Local Level

The media organizations participating in WE THE PEOPLE are responsible for keeping their members alert to bicentennial happenings. Many have set aside program time during their meetings for special presentations on the bicentennial. Some media organizations have taken special initiatives with the bicentennial on the local level, including:

The Society of Professional Journalists, Sigma Delta Chi -- SPJ/SDX has its own special bicentennial project, Project Watchdog. Its goal is to raise public consciousness about the importance of the First Amendment in American society, seeing a free and unfettered press as a watchdog always ready to sound the alarm against government misuse or abuse of power.

To pilot the Watchdog project, many SPJ/SDX chapters were active participants in the Zenger Initiative, the fall 1985 program of community forums that celebrated the 250th anniversary of colonial printer John Peter Zenger's acquittal on seditious libel charges. A guidebook for the Watchdog Project has been produced.

National Cable Television Association -- Through Time's cable subsidiary, American Television and Communications Corporation (operating in 30 states), bicentennial planning committees in nearly a dozen states have been put in contact with cable operators in their area. In April 1986, the Hawaii committee participated in the first successful collaboration with local cable television, filming the libel forum published in Speaking & Writing Truth: Community Forums on the First Amendment.

Public Television -- All ten of Florida's public television stations, plus 20 daily newspapers, numerous weekly newspapers and 32 school districts, joined in a multi-faceted program last September and October as part of the ABA's WE THE PEOPLE project to celebrate the 250th anniversary of Zenger's trial.

A one-hour public television program was one of the more visible aspects of Florida's Zenger programming, airing on public stations throughout September and October. Partially underwritten by the Florida Department of Education, it grew out of a three-hour symposium on the First Amendment organized by the Florida State Bar, in cooperation with the media, lawyers, educators and public officials.

Newspapers -- Making use of another media opportunity, the Florida Bar coordinated the writing and publication of newspaper articles on the background and significance of the First Amendment. These articles were published in many Florida newspapers, including the Fort Lauderdale News, the Miami News, the Tampa Tribune and the Palm Beach Post.

The bar staff is working with school officials to integrate videotapes from the television program, as well as other materials, into the existing secondary school curriculum. The Florida Newspapers-in-Education Program also participated in the youth education aspects of the Zenger Initiative, preparing materials for classroom distribution and use. The Palm Beach Post developed and reproduced lesson plans, while the Miami Herald prepared case studies.

B. The Media's Role in Celebrations for the Bicentennial

No matter what topics your community chooses for its constitutional forums, members of the media will be instrumental in helping plan bicentennial programs. The media should be a critical component in every stage of bicentennial planning: journalists will be active participants in community forums; constitutional programs can air on radio and television; newspapers will help you promote and publicize bicentennial programs, and may provide a place to run substantive copy on constitutional topics.

Because most journalists have a philosophical and professional interest in preserving freedom of the press, many have been particularly interested in bicentennial activities that deal with the First Amendment. Freedom of expression issues can be a natural choice for community forums, because they often provide fodder for lively debate. But don't limit yourself. Be imaginative.

The best first step for involving the media in your bicentennial programs is to ask them to participate from the start. Contact the local media who may be interested, ready to help and knowledgeable about their craft. Ask them to your initial meetings -- involve them on the ground floor. Florida's Zenger planning group, for example, identified appropriate state-wide media groups early on and got them to contact their local affiliates for the community aspects of the program. Tim O'Rourke, Director of the Virginia Court Days Forum series, which is being videotaped and aired on public television, suggests that media groups will be more interested in your program if it concerns real life events than if it is only "celebrating the Constitution."

Remember: WE THE PEOPLE was conceived as a melding of the expertise of a number of different organizations. If each of you does your own thing well, your community events can be very successful.

C. Nuts and Bolts

The following suggestions for working with journalists on bicentennial programming cover both print and broadcast media. They are meant to provide only an overview and acquaint you with basic terminology. When available, publications are noted that might provide more in-depth information.

Some of these hints derive from material in Understanding the Law: A Handbook on Educating the Public, published by the ABA Commission on Public Understanding About the Law in 1983. In a chapter called "Media Related Efforts," this handbook offers tips for working with local media to those who want to communicate legal knowledge to the public. Bicentennial projects will benefit from these hints. [Bibliographic information about Understanding the Law is included in the appendix to this guide.]

While your planning committee can generate its own programs, specially created for the bicentennial, don't forget about putting a bicentennial slant on an existing program. For example, a well-known talk show host -- either radio or television -- might work bicentennial programming into the show's regular lineup, or a newspaper might feature regular columns on constitutional issues.

As the bicentennial programs grow nationwide, your local programs will become more newsworthy and you'll find it easier to "sell" your program to the media.

D. Making the Bicentennial a Visual Learning Experience

The broadcast media offers a wonderful opportunity for you to bring constitutional themes alive for an audience. Work with WE THE PEOPLE journalists and other local media to build a good relationship.

If you have not already done so, contact the public affairs departments of the television stations in your community -- your local network affiliate, public television or cable television operators. (In some cases, a cable system outlet will have limited personnel and no real public affairs department; contact its general manager.) Describe your project. Be enthusiastic. Let the television contact know that your bicentennial project offers many opportunities for the station -- both in terms of audience and community impact.

The visual media can bring the bicentennial to an audience in an immediate way. The three avenues for television time are similar in some ways, but each differs according to the characteristics of its own corner of the broadcast world.

Keep in mind:

Network Television -- To help nonprofit, public service organizations with a story to tell, the National Association of Broadcasters has published "If You Want Air Time . . . " This 32-page booklet leads organizations through the process of working with television and radio stations. Some of the topics covered include:

- * Determining the audience for your program, keeping station formats in mind;
- * Public service announcements (PSAs) and scripts for these short messages that cover one subject, issue, event or idea;
- * "Bulletin boards" listings of community events that your programs can be added to;
- * Public affairs programs, like talk shows;
- * Checklists and studio "do's-and-don'ts";
- * Writing for broadcasting; and
- * Press releases and photo captions.

To work with a local network affiliate, contact its public affairs office. The staff there can give you ideas on airing your PSAs, listing your events, or others ways you can get the bicentennial across on commercial TV.

Be forewarned. Acquiring air time on a network affiliate may be difficult. Radio and television stations are not required by law to donate air time to public service and nonprofit organizations. Their schedules are tight and often depend on national programming schedules. If time is available, you should consider whether the sponsor of your program is inappropriate and avoids giving any ideological bias to your program.

Even if air time is difficult to come by, make sure you keep your local affiliate apprised of your programs through press releases. Station personnel may decide your program is newsworthy and suitable for a local newsmagazine -- or even the evening news.

Public Television -- Public television has long been a reservoir for all sorts of educational programs, including those on legal and historical topics. Many Ask-A-Lawyer programs are featured on public television. The staff at your local station may have innovative ideas about the kinds of bicentennial programs that would produce good television, while managing to convey substantive information to your audience. Some public television stations are also affiliated directly with colleges or universities and may know how to tap academic talent in your community.

The Florida program organizers found that getting local broadcasters to agree to an air date was difficult. A key organizing principle was the concept of reaching so many people, including high school students, across the state simultaneously.

Cable Television -- Cable television is an excellent avenue for grass-roots bicentennial programming. Even groups without good media connections can use cable to make their community forums come alive. With the National Cable Television Association (NCTA) now part of WE THE PEOPLE, some state planning groups will include cable operators, who can help committees make contacts and produce their forums.

Richard Holcomb, president of American Cable Television Public Affairs Association, points out that because cable operators have a vested interest in promoting their First Amendment rights, they are apt to be open to working with groups doing bicentennial programming. In addition, local cable companies need to build an identity within the community and attract more consumers. Working with local planning groups is a way for those companies to build community involvement.

Local cable companies can assist your planning group in a number of ways. They can help promote your community program by advertising, even if this is as simple as "character generated" written announcements on the screen. They may be able to provide a linkage to the schools by giving youth a "cable mentality". Several cable operators have already worked with the schools, conducting programs such as debates on community access channels.

In general, there are two primary ways to get your community forum filmed and aired on cable television: "local origination" and "public access."

Local Origination: Local origination programming is produced by the cable company's professional staff, with full editorial control. Here, you must convince the cable operator that your project is worthwhile.

Because a cable operator may be concerned about supporting public programs with advertising, you may feel pressure to allow various ads to air during your bicentennial program. Explain to the operator that your program is intended as a public service, not as a profit-making venture. However, advertisements for other public education activities could be a tasteful way of sharing your time slot with other worthwhile projects.

Public Access: Public access cable programming is produced by community residents themselves, coordinated variously by non-profit access corporations, cable companies, and institutions like libraries or city governments. Some publish guides to help those using public access channels. Contact your local cable company to find out who is in charge of local programming in your area.

With public access, members of your bicentennial planning group can even learn how to use cameras and equipment. However, if your camera skills are not network quality, you may rely on a group that is already "access up" and has production experience. Your cable operators can clue you in about who is active and reliable in your community.

E. What Are You Going To Put In That Slot?

Overall, good television depends on action -- whether in the form of a dramatic recreation or a heated debate. These are typical bicentennial programs to consider for television:

- A community forum, like those published in Speaking & Writing Truth;
- A debate on controversial constitutional topics;
- Public service announcements (PSAs).

Community Forums -- Community forums must be thought of and produced as good theater, for both live audiences and for airing on television. Involve local community theater in the production.

Have fun with your forum. Costumes, props, and rehearsal will add a lot to your program. Select a recognizable location for your backdrop and invite a selected audience of "movers and shakers" -- those likely to be knowledgeable about the subject matter -- to participate in discussions following the forum.

Schedule the forum taping as part of a larger event: a dinner, a tea or an awards ceremony. You can guarantee an audience by performing before the regularly scheduled meetings of a number of civics groups, such as the Rotary or Lions clubs, or the League of Women Voters.

Try taping your program twice, once in dress rehearsal and once before a live audience. This will give you crowd reactions and ample camera angles to choose from for your final edited version.

While you need a live -- and lively -- audience to enrich dialogue following your forum, think of how you can increase your program's reach -- and your audience -- by taping that same forum and having it "in the can". . . It can be shown on cable television, with special showings planned during school hours so that teachers can also use the forum. Discussion guides and accompanying materials should be prepared beforehand. Finally, your local network affiliate may be interested in clipping spots to air on the evening news.

Debating the Constitution Through a Call-In Show -- Organizing well-known participants to debate a controversial constitutional question in a call-in format could garner an impressive audience for public or cable television. If your debaters' credentials are impressive, this program might also be appealing to a local network talk show.

First, select three to four panelists who will appear live to debate a particular topic, say from 7:00 p.m. to 8:00 p.m. The topic for the panel discussion should be selected and announced beforehand, so that interested viewers can be prepared to tune in.

Often, a panel will be built around the experts at hand. For example, imagine the discussion that could take place between a local university or law school professor, who sees recent court decisions as debilitating the Fourth Amendment; a police department officer, concerned that constitutional guarantees against unlawful searches and seizures hamstring law enforcement; and a representative of a victims' rights organization. Local experts like these lend authority and personality to your program, showing how the Constitution is an integral part of life in each of the fifty states.

Of course, your debaters must be more than knowledgeable about the particular topic of the program, but have a certain media presence as well. "Talking heads" may make sense, but they can be dreadfully boring -- just plain bad television. Enliven your talking heads with cutaway shots of graphs or art.

After your panel has discussed the issue for the predetermined length of time, follow up with live call-ins, along the lines of Ask-a-Lawyer programs that are operating in many parts of the country. Live shows like these encourage people to get involved and will help make the Constitution seem a true part of everyone's life.

Public Service Announcements -- Public Service Announcements (PSAs) can clue your audience in on the bicentennial and alert them to your programs. You can also produce PSAs with an historical or substantive constitutional basis -- like bicentennial minutes. Both network affiliates and cable operators run PSAs, athough they cannot assure any group that its spots will run.

F. How Radio Can Broadcast Your Bicentennial Message

Radio can be another component of your community bicentennial programming. As noted earlier, much of what the NAB has published in "If You Want Air Time . . . " applies equally to television and radio. But because radio subtracts the visual element, it can release you from worry about talking heads and help keep budgets in line. Don't forget to contact your local affiliate of American Public Radio or National Public Radio. These "all news" or "all talk" stations specialize in just the sort of educational community programming that you will be doing.

G. Getting the Constitution Across Via Newspaper Columns

Newspapers can be effective for promoting and publicizing WE THE PEOPLE bicentennial programs. But they can also be a creative conduit for substantive constitutional education. Phil Record, the Associate Executive Editor for the Fort Worth Star-Telegram, says that it is important to know the media in your community--their needs, limitations, deadlines--as well as know about other local bicentennial programs which may also be vying for space. Record believes that there will be competition among groups wanting media coverage for bicentennial events, especially in the larger, metropolitan areas. So make sure your program is as attractive and appealing to your local papers as possible.

Consider taking an editor or publisher to lunch to discuss your community program, what kind of coverage they might be interested in giving to the bicentennial and to your program in particular. Managing editors do the local coverage in large newspapers; the city editor or features editor handles this area in smaller ones.

You might talk to your local newspaper editors about running a "constitutional corner" in their op-ed pages. (The American Newspaper Publishers Association is planning to distribute a series like this to all of its local papers.) Local authorities on constitutional topics -- for example, well-respected attorneys or university professors -- may agree to contribute to an ongoing feature. Columns could consider the lives of the Framers, interpretations of the Constitution throughout its 200-year-old history, and current debates about issues of constitutional import.

Don't overlook the Op Ed segment as a possible part of the paper to include a piece about your community program. Alternative slots for disseminating news about your plans are the local community (or "zone") supplements of larger papers. Zones are always looking for "chicken dinner" news about local events. Another possibility is to sponsor a special supplement of the paper yourself by finding enough sponsors to purchase advertising space.

As an example of how media covered a commemoration similar to the bicentennial, newspapers in Texas carried highlights of Texas history; commissioned a well-known author to write a book on Texas history which ran in 18 segments over 6 weeks; and ran another segment on the most important aspects of Texas history to commemorate the Texas Sesquicentennial. To celebrate Rhode Island's 350th anniversary, the state's newspapers underwrote an 8-page insert on "Island life" funded by the state humanities commission.

H. Promoting Your Bicentennial Programs in the Media

Hints for promoting and publicizing your bicentennial activities are included in other parts of this guide. These miscellaneous few pertain directly to working with the media:

* Make sure each of the organizations involved in your planning group promotes your project in its own newsletter. Church groups and civic groups will also let their members know about your programs.

* The tried-and-true method to alert the media to your bicentennial programming is through news releases. A news release tells them the "who, what, when, where, and why" of your program and gives a contact for further information. Include pictures with the release if you have them; they might get used. Remember, begin with the most important information and then let your story taper off. Journalists themselves write in this "inverted pyramid" style that allows articles to be chopped from the bottom up to maximize space. Be concise. Use the active voice and strong verbs in your sentences.

- Find out about the lead-time for listings in the local television or cable guide, and make sure that your programs appear there. For cable guides, this is usually 45 days before the air date.

- When you're filming, particularly on location or outside, erect a sign to let curious onlookers know what your program is about and when it will be aired. Capitalize on the attention you'll get while filming: it's a painless way to advertise.

- As you film, be aware of segments that may be clipped for PSAs or ads. Alternately, while the camera's out, you might want to separately film spots intended specifically for these purposes. Your local television and radio operators can tell you how long such segments should be.

- Take still photographs while you're filming. They can be paired with a press release and sent to newspapers.

- For cable, check into promoting your program across channels, which will expose it to a far broader audience. For example, the Arts & Entertainment channel gives its operators a certain amount of "dead air" that can be used to advertise the cable system, to promote a particular program, or to air public service announcements. "Ad avails," unsold advertising time, may also be available for last minute promotionals for your program.

IX. WORKING WITH THE SCHOOLS

Are the schools in your local community already involved in bicentennial activities? If not, one role you can play is to work to ensure that the bicentennial is commemorated in the classrooms of your area, through either celebratory events or in-class educational programs and activities.

There are a variety of ways to bring the Constitution into the classroom. Most states require the study of the Constitution in their school curricula. The constitutional bicentennial can serve as a special opportunity to revitalize those studies.

The success of your efforts may depend largely on the approach you use to introduce your program. Experienced law-related educators suggest that it is better to talk with teachers first. If they are receptive to your ideas, they will be able to help generate enthusiasm among school administrators. This "bubble up" strategy has proven more successful than a "trickle-down" approach.

You might reach teachers by inviting, for example, the Social Studies Coordinators in your community's schools to a reception sponsored by your planning group. This would provide an opportunity to develop individual relationships with teachers and lay the groundwork for your plans. If your planning group has materials, you might exhibit them at teachers' conventions and association meetings.

The following describes some of the ways you may want to involve young people in the bicentennial:

A. Law-Related Education Programs

Since the mid-sixties and early seventies, law-related education (LRE) projects have been providing exciting programs to teach young people about the justice system and the Constitution in schools throughout the country. During this period, many of these projects are giving special emphasis to the bicentennial of the Constitution. These experienced LRE leaders are a vital resource for anyone interested in school programs for the bicentennial. The listing at the end of this section identifies some of these project leaders.

B. School Board, School Administration and Key Legal/ Community Group Involvement

Support from the key decision makers in the school district is central to developing effective programs for students. Arrange for a meeting with the superintendent and/or the head of curriculum in your school district to express your interest and concern for quality education about the Constitution. Ask to be placed on the agenda at one of the school board's meetings to offer a resolution or statement on the importance of student awareness, understanding and involvement in celebrating the Constitution's bicentennial.

Sample resolutions are:

200TH ANNIVERSARY OF THE UNITED STATES CONSTITUTION AND BILL OF RIGHTS

Whereas 1987 will be the 200th anniversary of the drafting of the United States Constitution, the oldest existing national Constitution in the world, and 1991 will mark the 200th anniversary of the ratification of the Bill of Rights; [name of school board] encourages the development of curriculum and programs that emphasize the understanding of the rights and responsibilities granted by these documents.

* * * * * *

RECOGNITION OF THE BICENTENNIAL OF THE U.S. CONSTITUTION

WHEREAS [school district or community], through its [Board of Education or City Council] has recognized that student and public understanding about the United States Constitution and Bill of Rights should be recognized as a national educational priority as the nation prepares to honor the bicentennials of these documents;

BE IT RESOLVED that [school district or community] will undertake and encourage educational programs commemorating the bicentennials of these documents in our school to take place during the bicentennial period of 1987-1991.

* * * * * *

C. Law Day and Constitution Day

A second way to bring constitutional events to the schools is by getting involved in Law Day (May 1st of each year) and Constitution Day (September 17th of each year). Contact the state and local bar associations who generally work with schools on Law Day programs or contact principals or school board members to find out whether they plan to recognize either or both of these days. If not, perhaps you can convince them to do so. Express your interest in helping to plan the programs for these days. The ABA puts out a planning guide for Law Day each year that contains program ideas and resource materials as well as suggestions on how to plan a Law Day Program.

D. National Bicentennial Programs

A number of national competitions have slated bicentennial themes for their 1987 programs. Two special ones have been organized for the bicentennial year:

1. National Bicentennial Mock Trial Program and Student Seminar on the Judiciary, the constitution, and Dispute Resolution -- This national event will recognize and celebrate the exciting high school mock trial and education programs taking place in schools and communities throughout the nation. In may of 1987, the winning state mock trial teams will come to Washington, D.C. for a special week long bicentennial program. This event will be a two-pronged program consisting of mock trials, conducted by state mock trial teams, and student educational seminars. Materials prepared for this program will include an *Instructors Guide*, case materials, seminar notebooks, and other resource materials. Cooperating in conducting this youth program are the Close Up Foundation, the Constitutional Rights Foundation, the National Institute on Citizen Education in the Law, the National Association of Bar Executives/Law-Related Education Committee, and the American Lawyers Auxiliary working with state and local law-related education projects, and other civic/justice groups.

For information on this program, contact Charlotte Anderson at the American Bar Association, Special Committee on Youth Education for Citizenship, 750 North Lake Shore Drive, Chicago, Illinois 60611, (312) 988-5725.

2. National Bicentennial High School Writing Competition -- The American Bar Association will co-sponsor a national high school writing competition in cooperation with the Commission on the Bicentennial of the United States Constitution under the chairmanship of Chief Justice Warren E. Burger and USA Today. The writing competition will seek to involve students in high schools throughout the country in developing their background knowledge and expression skills relating to a constitutional theme. The American Bar Association will encourage the cooperation of state and local bar associations in providing attorneys to judge the essays. Student guides, posters, and background information for teachers will be made available. Local, regional state, and national winners will be recognized. State and territory winners will attend a program of events and activities in Washington, D.C. where the national winner will be announced.

To obtain an entry guide and entry form, contact: National Bicentennial Writing Competition, Commission on the Bicentennial of the U.S. Constitution, P. O. Box 50184, Washington, D.C. 20004-0184.

E Mock Trials and Moot Courts

Another way that organizations can bring the Constitution alive in the schools is through helping to organize a mock trial or a moot court in the classroom on a constitutional issue. The possibilities for these learning activities range from the very modest--coordinating a mock trial or moot court in one or more classrooms--to the most ambitious. A national bicentennial mock trial program, for example, is being organized by the ABA's Special Committee on Youth Education for Citizenship and the federal bicentennial commission for the spring of 1987. It will bring state mock trial winners to Washington, D.C. for a week-long education program on the judiciary and alternative dispute resolution.

A mock trial replicates an actual courtroom trial, complete with lawyers, litigants, witnesses, judges and juries. Sometimes students play the roles of all the persons involved in the mock trial process. Other times members of the community, such as lawyers and judges, are involved as well. Usually, a team of students collaborates on each side of the case. After the case is "tried" and the judge and jury have rendered their verdicts, the teams are usually scored on the quality of their presentations.

Mock trials may be based on a civil or a criminal case, although the players and the rules involved vary a bit depending on which type of case is selected. Most use some general rules of evidence and procedure, an explanation of the facts and brief statements for each testifying witness.

A moot court, in contrast, is a staging of the appellate level of the courtroom process. Rather than plaintiffs (or prosecutors) and defendants and juries, the players are limited to a panel of several judges and teams of attorneys. One team is appealing a lower or trial court's decision, arguing that it should be reversed, and the other team is supporting that decision, asking the appellate judges to affirm it. A moot court is not a re-trial of the entire lower court proceeding, but is a rehearing of the grounds upon which the lower court rested its decision. Thus, there are no witnesses. As with a mock trial, student teams are evaluated after the judicial panel renders its decision.

Both the mock trial and the moot court can be performed as community events, particularly if they represent final rounds of an intra- or inter-school competition. Using lawyers and judges from the local community to judge these competitions enhances the popularity of such an event and increases the opportunities to publicize the program in the media, through, for example, public service announcements on local television or radio stations.

Since competition is an element of both types of events, there exists a risk that the competitiveness will overshadow all other aspects. Organizers should try to minimize the potential for this result by downplaying competition, emphasizing the events as learning activities, making sure that the efforts of all students are acknowledged and that judges and/or other adults involved compliment individual students on the quality of their presentation, no matter what the final outcome is.

The content of the competition is a large part of the overall learning experience. The cases selected should involve a significant constitutional issue, one that is both comprehensible to the level of the students involved as well as relevant to them personally. Recently, such issues have come before the Supreme Court in cases involving the right of student groups to hold religious prayer meetings on school property before class hours and the validity of a search of a student's locker for contraband without consent or a warrant. Other topics are contained under "Sample Community Forums" topics in the chapter on Community Forums and in the Commission's handbook Speaking & Writing Truth (see the Written Resources section of this Guide).

The first step in conducting either a mock trial or a moot court in the schools in your community is to obtain the interest and approval of appropriate school personnel. The best way to start might be to contact teachers of the classrooms attended by children of members of your group. If the teachers are enthusiastic, they can be effective advocates for obtaining the support of both students and school personnel. Although the appropriate officers may vary from school to school, the social studies chairperson and principal are two likely persons to approach in securing the necessary formal approvals.

Here is a limited listing of some state LRE projects that can provide assistance on education programs on the Constitution and on mock trials. If your state is not listed here, an LRE project in your region or the ABA Special Committee on Youth Education for Citizenship can direct you to your local or state contact.

Arizona

Ellie Sbragia, State Bar of Arizona, Arizona Center for Law-related Education, 234 North Central Avenue, Suite 858, Phoenix 85004, 602/252-4804

California

Russell Donnelly, Constitutional Rights Foundation, 1510 Cotner Avenue, Los Angeles 90025, 213/473-5091

Connecticut

Margaret Richards, Project LEARN, P.O. Box 220, East Lyme 06333, 203/739-6971

District of Columbia

Lee Arbetman, National for Citizen Education in the Law Institute, 25 E Street, N.W., Suite 400, Washington 20001, 202/662-9620

Florida

Ron Cold, Project LEGAL, 1410 NE 2nd Avenue, Room 300, Miami 33132, 305/350-3392

Illinois

Carolyn Pereira, Constitutional Rights Foundation, 220 South State Street, Suite 730, Chicago 60604, 312/663-9057

Hawaii

Elaine M. Takenaka, Social Studies, Room 1102, 1270 Queen Emma Street, Honolulu 96813

Maryland

Ellery "Rick" Miller, Jr., Citizenship/Law Related Education Program for the Schools of MD, UMBX/MP 007, 5401 Wilkens Avenue, Baltimore 21228, 301/455-3239

Massachusetts

Ronny Sydney, Massachusetts Bar Association, 20 West Street, Boston 02111, 617/542-3602

Michigan

Linda Start, Oakland Schools, 2100 Pontiac Lake Road, Pontiac 48054, 313/858-1947

Minnesota

Jennifer Bloom, Hamline University, School of Law, 1536 Hewitt Avenue, St. Paul 55101, 612/641-2121

Missouri

Steve Jenkins, Bar Association of Metropolitan St. Louis, 1 Mercantile Center, St. Louis 63101, 314/421-4134

LuAnn Vollenweider Madsen, Missouri Bar Advisory Committee on Citizenship Education, Missouri Bar, P.O. Box 119, Jefferson City 65101, 314/635-4128

Linda Riekes, Law and Education Project, St. Louis Public Schools, 4130 East Lexington, St. Louis 63115, 314/531-2000

New Hampshire

Gail Kinney, New Hampshire Bar Association, 18 Centre Street, Concord 03301, 603/224-6942

New Jersey

Sheila Boro, N.J. State Bar Association, 172 West State Street, Trenton 08608, 609/394-1101

New Mexico

Melinda Smith, Law for Living Project, State Bar of New Mexico, P.O. Box 25883, Albuquerque 87125, 505/842-6136

New York

Eric Mondschein, Law, Youth and Citizenship Program, New York State Bar Association, One Elk Street, Albany 12207, 518/474-1460

Ohio

Elisabeth Dreyfuss, Street Law Program, Cleveland-Marshall College of Law, Cleveland State University, Eighteenth and Euclid, Cleveland 44115, 216/687-2352

Oklahoma

Dick Hsieh, Law-Citizenship Education Project, 555 Constitution, University of Oklahoma, Norman 73037, 405/325-3806

Oregon

Marilyn Cover, Lewis and Clark Law School Street Law Project, 10015 Southwest Terwilliger Boulevard, Portland 97219 503/244-1181

Pennsylvania

Beth Farnbach, Law, Education and Participation, Temple University, 1719 North Broad Street, Philadelphia 19122, 215/787-8953 or 8954

Rhode Island

Mary Parell, University of Rhode Island, Ocean State Center for Law and Citizen Education, 22 Hayes Street, Providence 02908, 401/277-3982

Judy St. Thomas, Rhode Island Legal/Educational Partnership Program, 22 Hayes Street, Providence 02908, 401/277-6831

South Carolina

Jack Hanna, Ways of the Law TV Series, South Carolina Department of Education, 2712 Millwood Avenue, Columbia 29250, 803/758-7301

Tennessee

Claudia Swafford Halton, Shelby County Attorney's Office, 160 North Mid-America Mall, 7th Floor, Memphis 38103, 901/528-3230

Texas

Hope Lochridge, Law-Related Education, State Bar of Texas, P.O. Box 12487, Austin 78711, 512/475-1033

Utah

Nancy N. Mathews, Utah Law-Related Education Project, Utah State Board of Education, 250 East Fifth South, Salt Lake City 84111, 801/533-5891

Vermont

James Lengel, Vermont Legal Education Project, Vermont Department of Education, Montpelier 05602, 802/828-3111

Virginia

Joseph E. O'Brien, Virginia Institute for Law and Citizenship Studies, Inc., School of Education, Virginia Commonwealth University, 1015 West Main Street, Richmond 23284, 804/237-1322

Washington

Cheri L. Brennan, Washington State Bar Association, 505 Madison Street, Seattle 98104, 206/622-6054

* * * *

If your organization is not based in a state which already has an established mock trial or moot court programs, the contacts on the above list may be helpful in getting you started.

There are several available sources of materials and resource persons to assist you with the specifics, of sponsoring and/or conducting a mock trial or moot court in the schools. The following is by no means exhaustive, but lists a few of the best sources for mock trial materials and technical assistance:

* American Bar Association, Commission on Public Understanding About the Law. 750 North Lake Shore Drive, Chicago, IL 60611, 312/988-5725. Published handbook, entitled Speaking & Writing Truth: Community Forums on the First Amendment by Robert S. Peck and Mary Manemann, containing scripts and suggestions for conducting mock-trials adaptable for use in the classroom.

* American Bar Association, Special Committee on Youth Education for Citizenship. Publishes Update on Law-Related Education. Winter 86 issue contains articles on mini-mock trials and mock trials for the elementary schools. Past issues also contain suggestions on both the procedure and content of mock trials and moot courts for the schools. (For more information on these resources, see the Bicentennial Resources at the end of this chapter.) Also publishes free newsletter, LRE Project Exchange. Fall 1982 issue is devoted to mock trial competitions.

* Center for Civic Education. 5115 Douglas Fir Road, Calabasas, CA 91302. Curriculum developed to teach about the Constitution in grades 6-12.

* Constitutional Rights Foundation. 601 South Kingsley Drive, Los Angeles, CA 90005. Conducts local and state-wide mock trial competitions each year. Publishes mock-trial packets, with instructor's guides and judge's instructions on a different topic each year. Also publishes Bill of Rights in Action, a free newsletter.

* Sacramento County Bar Association, et al. Handbook on How to Plan, Organize, and Implement a Law Conference For High School Students.

* National Institute for Citizenship Education in the Law, Street Law Program, 605 G Street, N.W., Washington, D.C. 20001. Publishes annual mock trial packet containing three different cases.

F. Newspapers-in-Education (NIE) Program

The Newspapers-in-Education Program is a cooperative effort between newspapers and local schools to use the newspaper as a tool for instruction. Under the program, newspapers provide copies, usually at a reduced rate, to schools for use in their classrooms. They also sponsor teacher-education programs and offer curriculum materials to help schools use the newspaper as a meaningful resource for student learning.

Each NIE program differs according to the needs of of the local educational community. Newspapers are used as learning tools in social studies, reading, language arts, math, science and home economics classes. They may be used at any age level, including adult education. They find their way outside the classroom into other areas, including homes for senior citizens, prisons and hospitals.

The newspaper is an excellent topic to bring knowledge about the Constitution into the classroom. Not only is freedom of the press guaranteed under the Constitution, but newspapers carry stories almost daily that involve one aspect of the Constitution or another.

The following is a checklist for starting an NIE Program in your community:

1. Make a commitment to start an NIE program.

2. Contact ANPA Foundation (listed next page) to explore advisory services available to you.

3. Establish general goals for your program. Goals should be acceptable to both the readership needs of the newspaper and the educational needs of the schools.

4. Develop the logistics of the program:
   a. Who will be responsible?
   b. In what department will the services reside?
   c. How will communications be handled within the newspaper?

5. Develop marketing plan (your promotional approach to the community).

6. Develop the budget:
   a. Salary if hiring a full-time coordinator (should be compatible or competitive with salaries paid to local teachers or educators, also with comparable newspaper slots, based on years of experience).
   b. Consultants' fees or part-time salaries
   c. Travel expenses

d. Materials cost:
  °Are materials to be given away?
  °Reprinted or produced locally? (Research existing materials well before developing your own. There are many excellent materials already published. Contact ANPA Foundation for a bibliography of materials.)
  °Are materials to be sold at cost?

e. Delivery cost of newspapers (if sold at half-price)

f. Workshop costs

7. Introduce the NIE program to educators (and include them in all subsequent plans).
   a. Superintendent of schools
   b. Curriculum supervisors
   c. Staff development specialists

8. Choose curriculum materials. Let educators help you to this.

9. Hold teacher seminars or workshops.
   a. Introduce them to the program and acquaint them with materials and resources.
   b. Strategies and techniques on using the newspaper in education.
   c. Materials development workshops.

The following resources contain more information about the Newspapers in Education Program, and how newspapers can be used in the classroom. They are all available from: American Newspaper Publishers Association (ANPA) Foundation, Box 17407 Dulles Airport, Washington, D.C. 20041:

The Anatomy of a Newspaper. Written by Kathryn E. McAuley, assistant managing editor, The Morning Call, Allentown, PA. This 44-page booklet describes how a newspaper is put together, from gathering the news to printing and delivery, and discusses how to read and get the most out of a newspaper.

Bibliography: NIE Publications. Annotates NIE curriculum publications developed by newspapers and educators throughout the country. Gives information on format, content, grade level, price and how to order.

NIE Beginner's Kit. Introduces teachers and newspapers to educational uses of newspapers at various grade levels.

The Newspaper as an Effective Teaching Tool. A brief introduction to NIE, describing principal uses of the newspaper in the school curriculum. Includes sample activities.

Using Newspapers to Teach Reading Skills. 50 page booklet providing systematic answers.

G. TIME Education Program

Time, Inc. co-sponsors an exciting educational program called "The Corporate Sponsor Program." It provides an opportunity for a corporation to join with TIME in a partnership to sponsor programs in schools. The TIME program is a totally teacher-controlled program that makes TIME Magazine's news reports and feature articles a focus of classroom and independent study. It is used primarily at the secondary and college level in a variety of Social Science and English courses. The program can be used as a basic "text" in a current events/world affairs course or as a supplement to a host of courses ranging from American history to composition and journalism. It does not replace anything in the school's curriculum but rather helps the teacher establish a current perspective on ideas and issues covered in the classroom and substitute a living history approach for textbook learning.

Each week, the Constitution is mentioned at least once or twice a week in TIME. Accompanying teacher guides take issues from the magazine and provide history and context for discussing relevant current events. Each guide notes the week's "usable" topics. In the coming two years, it will contain a Constitution column pointing out what may not be obvious constitutional issues related to the current event covered.

Corporate sponsorship of the TIME Education Program is an innovative and valuable way for corporations to make a lasting contribution to the youth in their community. With a 50-year history of providing a quality program that is comprehensive yet flexible enough to be used in both the English and Social Science areas, the TIME Education Program has many features that can benefit corporations.

If you are interested in learning more about the TIME Education Corporate Sponsor Program, contact Ester Connelly, Program Manager, TIME Education Program, 10 North Main Street, Suite 301, Yardley, Pennsylvania, 800/523-8727.

H. Other Ideas

1. Sponsor a workshop for teachers in your community to help them learn more about the Constitution themselves and integrate this information into their curriculum.

2. Get involved in National History Day, and other national programs which will have a bicentennial theme in 1987.

3. Help coordinate a bicentennial reading program for youth through your local library.

4. Develop an activities handbook on the bicentennial with social studies teachers to be used in classrooms throughout your state or community.

I. Resources For Teaching About the U.S. Constitution

This sampling of resources has been compiled by the

ABA SPECIAL COMMITTEE ON YOUTH EDUCATION FOR CITIZENSHIP
750 North Lake Shore Drive Chicago, Illinois 60611
312/988-5738 July, 1986

FOR TEACHERS AND PROJECT LEADERS

° **AMERICAN BAR ASSOCIATION**

Update on Law-Related Education.

Magazine, published three times a year; a 9 issue Constitution packet is available. Current issues focus on ideas and teaching strategies on the Constitution. Grades 5-12. $10.50 for nine-issue packet: PC# 738-0100. $9.50 for subscription (3 issues each year): PC# 738-2000. (Order from ABA, noting PC numbers, from address above.)

Salute to the Constitution. 1985 - 1987.

Newsletter, published three times a year, with current information for educators and project leaders on bicentennial activities and resources for young people. Free upon request. Grades K - 12.

Speaking and Writing Truth: Community Forums on the First Amendment, by Robert Peck and Mary Manemann. 1985.

Guidebook for planning forums in the community, can be adapted for high school students. Includes six scripts on First Amendment topics, legal memoranda on the case law and the history behind each issue, and an account of the evolution of freedom of expression from the Zenger libel trial. Grades 7-12. $4.95 PC# 468-00044 (Order from ABA, noting PC number, from address above.)

° **AMERICAN BAR FOUNDATION**

Sources of Our Liberties - Documentary Origins of Individual Liberties in the United States Constitution and Bill of Rights, edited by Richard L. Perry. Revised edition, 1978.

X. SAMPLE COMMUNITY FORUM TOPICS

The following topics for community forums are suggestions developed to coincide with the eight thematic areas of WE THE PEOPLE. They are included in this handbook to help you start thinking about subjects you may want to explore in the program you are organizing for your local communities. Consider basing a forum on an issue or issues that are of particular concern or interest to the citizens in your area. This will enhance their participation and involvement. Some of the topics, however, will lend themselves to a greater variety of discussions than others.

The following reflect only some of the possibilities for forums. There are, of course, scores of other usable topics. Many of the topics listed here, as well as some new topics, will appear as scripts, with background memoranda, in We The People: Community Forums on the Constitution, a handbook that will be published by the ABA later this year.

THEME I
WHY A CONSTITUTION

1. Should the Constitution be amended to:
    - °require a balanced budget?
    - °permit state-sponsored school prayer?
    - °provide for a right to employment?
    - °guarantee a clean environment?

2. Can a convention called to amend the Constitution be limited in subject matter to the text of a proposed amendment or would such a convention be able to rewrite the entire Constitution?

3. Should judge's decision on the Constitution be limited in accordance with the original intent of the Framers?

4. Should state constitutions be interpreted to provide greater rights than the Federal one (e.g., the right to privacy, housing or to a clean environment)?

5. Does the Second Amendment's guarantee that "the right of the people to keep and bear arms shall not be infringed" include the right of individual citizens to possess firearms or only a collective right to an ordered and regulated militia?

THEME II
GOVERNING A NATION

1. Can states require rigorous regulation of industries that may have an effect on the public health when the federal government has adopted a policy encouraging that industry (i.e., nuclear power)?

6. Should the present life tenure appointments of Supreme Court justices be amended to 16-year terms without eligibility for reappointment?

7. Should courts be constrained by "the intent of the Framers" in their constitutional decisionmaking?

8. Did the Supreme Court exceed its proper judicial role in Roe v. Wade, which invalidated state legislation denying women the right to an abortion in the first trimester of their pregnancy in the absence of a life-threatening situation?

9. Does removal of a judge by popular reforendum unduly impair judicial integrity and independence?

10. Does the Senate's power to "advise and consent" to the appointment of federal judges include the power to veto the appointment of judicial nominees?

11. Does a court's decision invalidating a school board's mandatory AIDs testing policy exceed the boundaries of the proper judicial function?

THEME IV
FREE EXPRESSION AND THE POLITICAL PROCESS

1. Are public buses and subways "public forums" that must grant advertising space to an abortion rights or anti-abortion groups?

2. Should governmental agencies be allowed to terminate their employees for exercising freedom of speech? How about private employers?

3. Does the government violate the free speech rights of citizens when it refuses to issue visas to non-citizens to speak and lecture in the United States at the invitation of those citizens?

4. Should shopping malls be considered public forums for the exercise of free speech?

5. Can durational residency requirements be used to to bar the homeless from the right to vote?

6. Can the executive branch constitutionally require all federal officials to submit every proposed speech, article and book to the government for pre-publication review and censorship?

7. Should the government be allowed to prevent publication of a magazine article that will allegedly reveal a military secret?

8. Should the broadcast media be required to make time available to all duly-qualified political candidates to outline their positions on the issues?

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9. Can a city government mandate that candidates for city council and mayor be allowed only specific equal sums from a city campaign fund to spend on their campaign?

10. Are restrictions on news interviews of voters as they leave polling booths to arrive at early election projections constitutional?

11. Can the government validly require that male applicants for college financial aid specify whether they have registered for the draft?

12. Under what circumstances should the government be entitled to prosecute those who "leak" allegedly secret military information to the press and/or the press that publish such information?

13. Can the government validly refuse to certify a film for foreign distribution?

THEME V
EXPRESSION AND FREEDOM OF CONSCIENCE

1. Should a different standard be applied to establish defamation of government officials and other public persons than to ordinary citizens?

2. Should governmental entities be allowed to regulate the content of cable television programming?

3. Should members of the press be able to refuse to respond to questions before a grand jury or from police during a criminal investigation on the basis of a promise of confidentiality to the news sources?

4. Is the government's authority to develop public lands outweighed by the rights of Native Americans to worship at sacred sites located on those lands?

5. Should courts be allowed to determine whether certain beliefs and practices are "religious" for purposes of the free exercise and establishment clauses?

6. Can local governments or churches constitutionally act as sanctuaries for refugees?

7. Does a zoning ordinance which effectively relegates the only adult bookstore in a city to a choice of two undesirable locations in industrial neighborhoods unconstitutionally restrict access to lawful speech?

8. Does a voucher plan which uses public funds to enable students to attend private church schools violate the Establishment Clause?

9. Does the assessment of a penalty by the IRS on a taxpayer for a statement attached to her tax return that she was signing unvoluntarily under pain of statutory punishment violate the taxpayer's right to free expression?

10. Do invocations and benedictions at public school graduation ceremonies violate the Establishment Clause?

11. Does a school board policy prohibiting prayer meetings conducted on school property by voluntary school employees before the school day violate the Establishment Clause?

12. Does a requirement that employers accommodate the reasonable religious observances of an employee violate the Establishment Clause?

13. Does a city ordinance which bans pornography as a violation of womens' civil rights itself violate the First Amendment?

14. Should courts determine the sincerity of religious belief in Free Exercise cases?

15. Can prison officials legitimately prevent the religious practices of immates belonging to a self-proclaimed religion?

16. Should municipalities be authorized to ban religious symbols on public property?

17. Does the use of a religious symbol on a county government's seal violate the Establishment Clause?

18. Is the following resolution constitutional? "Resolved, that the public schools institute a program of comparative religious studies, beginning each day with a morning prayer alternating between various religious faiths."

19. Should creationism be given equal time with evolution in science textbooks?

20. Do church-related colleges have the right to exercise religious preferences in the hiring of employees?

21. Should a permit be issued to a group proposing to march through the center of town to promote a message that the majority of citizens find racist, sexist or otherwise discriminatory or hateful?

22. Should a school board be permitted/required to review educational materials and school course content, in order to remove indecent, obscene, or otherwise inappropriate materials and to ensure that teachers and materials used in the schools instill American social, moral and political values?

23. Does a public school's annual Christmas pageant violate the Establishment Clause?

24. Do church-related schools have the right to discriminate in the hiring and firing of employees?

25. Can an elementary school child be expelled for making sexually suggestive remarks in the course of a classroom presentation?

26. Does a "black list" of identified distributors of pornographic materials constitute an indirect form of censorship prohibited by the First Amendment?

THEME VI
EQUALITY UNDER THE CONSTITUTION

1. Should the Constitution be amended to provide that equal protection of the law shall not be denied on the basis of sex?

2. What is the line that separates affirmative action from reverse discrimination?

3. Are "comparable worth" Statutes Constitutional?

4. Does a state requirement that birth certificates include the race of the child's parents violate equal protection?

5. Do pension plans and insurance policies which discriminate between men and women because women tend to live longer than men violate equal protection?

6. Can Indian tribes legitimately violate the equal protection rights of others as separate sovereigns exempt from the Fifth Amendment?

7. Would immigration legislation containing sanctions for employers who hired illegal aliens violate the equal protection rights of ethnic hispanic workers?

8. Should the government be liable for sexual harrassment committed by one of its independent contractors?

9. Does a state hospital system which provides fewer and less competent services to residents of countries with a smaller tax base than to those of larger ones violate equal protection?

THEME VII
RIGHTS OF THE ACCUSED

1. Is the death penalty constitutional as applied to minors?

2. Should there be an exception to the exclusionary rule for situations involving clear evidence of guilt?

3. Do the following constitute cruel and unusual punishment:
   - *solitary confinement?
   - *the death penalty?
   - *public stocks?
   - *corporal punishment of school children?
   - *overcrowded prison conditions?
   - *castration of rapists?

4. Should the constitutional provisions protecting the accused be changed to take into account the rights of victims?

5. Do roadblocks set up by state police to catch drunk drivers constitute an unreasonable search and seizure?

6. Should the Supreme Court's Miranda decision, requiring that people must be "read their rights" prior to arrest, be reversed on the ground that the warnings it requires unduly burden overworked police and hamper prosecution of the guilty?

7. Should a confession be excluded from evidence if the suspect's attorney was not allowed access to his client and the suspect voluntarily waived his right to an attorney after being read the Miranda warnings?

8. Does pre-trial detention violate an accused's due process rights?

9. Does a prosecutor's systematic use of peremptory challenges to remove all prospective jurors of a certain race violate the Sixth Amendment's requirement of jury impartiality?

10. Does the exclusion of jurors biased against capital punishment violate the accused's right to a fair trial?

11. To what extent are schoolchildren protected by the Fourth Amendment's guarantee against unreasonable searches and seizures? Should schoolchildren be subject to having their lockers and purses searched for evidence of contraband without probable cause? Should the result be different if the search is conducted by law enforcement officers rather than by school personnel?

12. Should immigration authorities conducting border searches for illegal aliens have discretion to stop any automobile, regardless of the level of their belief that it contains undocumented alien occupants?

13. Do state statutes which grant the trial judge authority to override a jury verdict and impose the death penalty on a defendant violate the Sixth Amendment jury trial right?

14. Should juveniles be entitled to be tried by a jury of their peers?

15. Should indigent people be afforded a mandatory right to counsel in civil as well as criminal cases?

THEME VIII
AUTONOMY AND ECONOMIC FREEDOM

1. Do government-mandated polygraph tests for federal employees violate constitutional rights of privacy?

2. Should governmental bodies be required to compensate landowners for zoning regulations which effectively render real property temporarily valueless?

3. Should industries that pollute be allowed to pay fines rather than comply with governmentally-established safety standards?

4. Should the federal Food and Drug Administration prohibit the use of laetrile and similar drugs that have no proven beneficial effect but also no negative effect either?

5. Should the government's taxing power be used to redistribute wealth and channel economic power according to a long-range governmental plan?

6. Does a governmental body have authority to demand the names and addresses of cable television viewers?

7. Can real estate developers or condominium homeowners' associations restrict the access of cable television companies to their multi-unit dwellings?

8. Should financial information be protected under the autonomy strand of the constitutional right to privacy?

9. Can a locality require that a cable television operator must, as a condition of being awarded a franchise, reserve at least one channel for public access, advertise its availability and maintain the facilities for its use?

10. Should businesses be allowed to offer promotional "ladies day" price discounts to women only?

11. Should the government be liable for disclosing confidential financial information about an individual?

XI. ALTERNATIVE COMMUNITY PROGRAMS

Community forums, by far, are not the only worthwhile program event to use to educate the public about constitutional issues during the bicentennial. The alternatives are too numerous to be described here. However, this section describes a few program ideas which can spark interest and discussion about the Constitution using formats other than that of the community forum.

A. Speakers' Bureau

The merits of conducting a speakers' bureau are several. It is simple to plan and conduct. There are a variety of speakers willing to give presentations on constitutional topics; especially if there is a college or university close to your community. Unlike a community forum involving several presenters, only one speaker need accept your invitation in order to assure your program is a go. If that speaker's name is well known to your audience, the publicity will generate an audience without much special effort. Fundraising is generally not a requirement. Organizing a speaker's bureau also has long-term benefits since, once it is in place, it can be used as often as you wish, and can be continued long after the bicentennial celebrations are over.

Despite these advantages, there are some disadvantages. Relying on a single speaker is risky, particularly if no one from your planning group has heard him or her present before. A boring presentation can ruin your entire program--as well as create negative publicity for any future programs you may have in mind. One-sided, or even distorted, presentations of constitutional issues are more likely to occur when only one person is presenting. If the guest cancels, your event may need to be postponed as well. Finally, using a speech as the program format is less conducive to audience participation and involvement than some other types of programs.

Nonetheless, a speaker's bureau may be the most appropriate alternative for a planning group which does not have the time or resources to organize a more involved community program. In addition, a speech may also be the best method for a planning group to "test the waters," so to speak, as a way to plan and conduct a fairly simple and easily organized community program before planning a forum or other larger event.

In addition, a good corps of speakers can be used for further outreach on radio and television talk shows, school programs and a variety of opportunities to highlight the constitutional bicentennial. For example, your speakers list can double as a media contact list, giving reporters a handy source of legal expertise to answer questions on breaking news stories. Conferences and adult education classes need go no further than the bureau for potential instructors. In addition, your speakers' experiences explaining constitutional issues to the public may also help you produce needed publications in understandable language.

To establish a speakers' bureau, you need two things: speakers and publicity. It is useless to have a long list of lawyers willing to speak to the public about the Constitution if nobody wants them. Similiarly, if you get dozens of calls every month for speakers and cannot supply them, your bureau has failed. It might be wise to develop a charting system that lists willing speakers and their expertise. This enables you to answer speaker requests quickly. An active speakers' bureau can be an excellent educational and public relations tool if it is well organized and functioning at peak capacity.

B. Using Films for Community Activities

As the feature film shown during the conference (Inherit the Wind, with Spencer Tracy, which dramatized the "Scopes Monkey trial") demonstrated, movies on constitutional subjects present an interesting alternative to dramatized community forums. Such films can be shown to audiences of various sizes and followed by discussions of the legal and social history involved. For best results, organizers should screen films first, keeping in mind legal and constitutional themes for the discussion period. They may also assemble panels of experts to offer their perspectives on the Constitutional themes in each film.

If the film is not contemporary, the constitutional theories that prevailed at that time can be contrasted with contemporary interpretations of the provision or right portrayed. Inaccuracies and other misleading, stereotyped and outdated material should be pointed out. Comments from the audience can be solicited to suggest how the legal or constitutional issues portrayed in the film could have been portrayed more effectively and how the same issues might be illustrated with examples from the recent past.

To assist you in promoting your event, some rental outfits and ditributors will send you complementary promotional materials, such as posters and review sheets.

The following bibliography contains a list of some of the feature films that relate to the Constitution or the legal system generally. Some are serious; some more whimsical. Most are available through various catalogs and distributors.

In addition to a short description of the subject of the films, the following entries contain the year of production, the producer, running time and whether the film is in color or black and white. Potential topics for discussion are noted where the film relates to one of the eight main topic areas of WE THE PEOPLE. These notations can be used to refer to other resources in this program planning guide which may be useful in planning your movie program. Happy viewing!

Abraham Lincoln: (1930) United Artists (UA)/D.W. Griffith. 84m B Walter Huston, Una Merkel. An epic biography of Lincoln's entry into politics and his years of power. (Equality, Governing a Nation)

Absence of Malice: (1981) Columbia. 116m Paul Newman, Sally Field. An investigative reporter destroys the life of an innocent man with her careless "fact" gathering after a longshoremen's union leader disappears in this drama directed by Sydney Pollack. (Free Expression and the Political Process/Expression and Freedom of Conscience/Rights of the Accused).

Adam's Rib: (1949) MGM Spencer Tracy, Katherine Hepburn. Comedy directed by George Cukor of husband and wife lawyers on opposite sides of a murder case, with the wife using the case as a feminist platform.

Advise and Consent: (1962) Columbia. 139m B Henry Fonda, Charles Laughton. Story of the bitter conflicts surrounding a President's controversial nominee for Secretary of State, which leads to divisions in the Senate and the blackmail and suicide of a Senator. (Governing a Nation)

Agnes of God: (1985) Columbia. 99m C Jane Fonda, Meg Tilly, Ann Bancroft. Meg Tilly plays Agnes, a child-like nun who unexplainably gives birth to an illegitimate baby later found strangled. Jane Fonda is the psychiatrist appointed by the court to investigate the crime and decide whether Agnes is mentally fit to stand trial for murder. (Rights of the Accused).

All the King's Men: (1949) MacMillan Films, Inc. 90m C Broderick Crawford, Mercedes Cambridge. An adaptation of the Pulitzer-prize winning novel of the same name by Robert Penn Warren, examining the rise to political power of a Southern leader, his policies, politics, and extraordinary influence. (Governing a Nation).

All the President's Men: (1976) Warner Brothers. C 138m Based on the best-selling book by Carl Bernstein and Bob Woodward. Dustin Hoffman plays Bernstein and Robert Redford plays Woodward in this detective story exploring the Watergate scandal, focusing on the two Washington Post reporters who uncovered it. (Free Expression and the Political Process/Governing a Nation).

Anatomy of a Murder: (1959) Columbia/Otto Preminger. 161m B Small town lawyer successfully defends an army officer accused of murdering a bartender who assaulted his wife. (Rights of the Accused).

And Justice for All: (1979) Columbia. 119m C Young defense attorney played by Al Pacino "who still believes in guilt and innocence" attacks the criminal justice system and is led to defending a judge on a rape charge. (Rights of the Accused).

A New Leaf: (1971) Paramount. 102m C Walter Matthau and Elaine May. Black comedy about a broke playboy who marries a wealthy woman for her money and then plots to murder her after the terms of her will have been amended to his benefit.

Autobiography of Miss Jane Pittman: (1974) Lorimar. 110m C Cicely Tyson as a black woman whose life spans the century from the Civil War, when she was a slave, to the early 1960's civil rights movement. Her life-long defiance of white prejudice and segregation is documented in this film based on Ernest J. Gaines' novel. (Equality).

Bad Boys: (1984) Universal. 123m C Sean Penn. Perpetual offender is imprisoned for murder at the age of 16. (Rights of the Accused).

Beyond a Reasonable Doubt: (1956) RKO. 80m B Dana Andrews, Joan Fontaine. Novelist is persuaded by a newspaper reporter to fake circumstantial evidence incriminating himself in a murder, which he does so successfully that he is convicted. (Rights of the Accused).

Birth of a Nation: (1915) D.W. Griffith. 130m B Silent epic about life in the south during and after the Civil War as revealed in a story depicting the war itself and the conflicts between Whites and Blacks, despoilation during the carpetbagger period and the KKK's activities which followed. (Equality).

Caine Mutiny: (1954) Columbia/Stanley Kramer. 125m C Humphrey Bogart, Jose Ferrar, Van Johnson, Fred MacMurray, E.G. Marshall, Lee Marvin. Based on the best-selling novel and successful play about the neurotic captain of a peacetime destroyer who panics during a typhoon and is relieved of his post, with an ensuing court martial trial. (Rights of the Accused).

The Candidate: (1972) Warner. 110m C. Robert Redford as an idealistic young California lawyer involved in civil rights and ecology who runs for the Senate, alienating his wife and obscuring his real opinions in the process. (Governing a Nation).

The China Syndrome: (1979) Columbia. 122m C Jane Fonda, Jack Lemmon, Michael Douglas. Thriller about news reporters who uncover an industry's attempt to cover up an accident at a nuclear power plant. (Governing a Nation).

The Criminal Code: (1931) Columbia. 97m B. Prison drama about a young man who kills in self defense, gets railroaded into jail and becomes involved in another murder. (Rights of the Accused).

First Monday in October: (1981) Paramount. 99m C Movie based on the award-winning play with Jill Clayburgh as the first woman to be appointed to the Supreme Court. With Walter Matthau. (Judicial Power).

Frances: (1983) Universal. 140m C. Jessica Lange stars as the 1950's actress Frances Farmer, whose mistreatment by the criminal justice system leads from her arrest for assault and battery to a lobotomy. With Sam Shepard. (Rights of the Accused/Free Expression and the Political Process).

The Front: (1976) Columbia. 95m C Woody Allen as a bookmaker who, for a small commission, puts his name to scripts by blacklisted writers during the McCarthy era. Depicts the travesties of blacklisting, Communist hunts and Senate investigations, showing the hypocrisy, fanaticism and character assasination prevalent during this time. With Zero Mostel and Herschel Bernardi. (Free Expression and the Political Process).

Gideon's Trumpet: (1980) CBS 90m C Henry Fonda, John Houseman, Jose Ferrer. Based on the book by Anthony Lewis. Tells the story of Clarence Earl Gideon, a poor and uneducated Florida resident who was found guilty of burglary and theft and sent to prison, although a lawyer did not represent him at his trial. He petitioned the Supreme Court for a new trial with legal counsel and won his case, extending an important constitutional principle to indigent criminal defendants.

I, the Jury: (1953) Parklane. 87m B Private eye Mike Hammer avenges the murder of his friend. (Rights of the Accused).

I, the Jury: (1982) American Cinema. 109m C Alan King, Paul Sorvino. An amoral private eye avenges the murder of his Vietnam buddy. (Rights of the Accused).

In Cold Blood: (1967) Columbia. 134m C Robert Blake, John Forsythe. An account of a real life crime in which an entire Kansas farm family was brutally murdered by wandering gunmen in 1959 and the gunmen subsequently executed. (Rights of the Accused).

Inherit the Wind: (1960) United Artists/Stanley Kramer Productions. 127m C Spencer Tracy, Fredric March, Gene Kelly. Fictionalized reenactment of the Scopes trial in which Clarence Darrow defended the right of a young Tennessee teacher to teach the theory of evolution. (Expression and Freedom of Conscience).

Jagged Edge: (1985) Columbia. 108m C. Jeff Bridges, Glenn Close. Husband of a rich newspaper heiress found brutally slain is accused of her murder. Glenn Close plays the attorney who is determined to prove his innocence. (Rights of the Accused).

Kramer vs. Kramer: (1979) Columbia 105m C Dustin Hoffman and Meryl Streep star in this drama about a divorced man suddenly faced with the responsibility of raising his young son and later forced into a custody battle with his ex-wife. Raises many issues about male and female equality and double standards in contemporary society. (Equality).

The Landlord: (1970) UA 110m C Comedy starring Beau Bridges as a rich youth who leaves home and purchases an urban tenement, intending to evict the black tenants. His plans change when he becomes personally involved with them. With Pearl Bailey, Lou Gossett, Susan Ansbach. (Equality)

Law & Disorder: (1974) Columbia. 103m C Carroll O'Connor, Ernest Borgnine, Karen Black. Offbeat comedy about two harried middle aged New Yorkers who form an auxiliary police force to combat crime in their neighborhood. One review said the film had genuine insight into the problems of these frustrated people. (Rights of the Accused).

The Lawless: (1949) Paramount. 83m B Macdonald Carey, Gail Russell. The editor of a small town newspaper defends a Spanish boy being victimized by racists. (Equality/Rights of the Accused)

The Lawyer: (1970) Paramount. 120m C Barry Newman, Diana Muldaur. Courtroom drama, based loosely on the Sam Shepard murder case (about a doctor accused of murdering his wife) portraying an ambitious Italian-American defense lawyer. (Rights of the Accused).

Lawyer Man: (1932) Warner. 68m B. William Powell, Joan Blondell. An honest lawyer becomes corrupted by success.

The Life & Times of Judge Roy Bean: (1972) National General. 120m C Paul Newman as the infamous, self-proclaimed hanging judge from Texas in this fictionalized biography directed by John Huston, which mixes surrealism and black humor. (Judicial Power).

Lipstick: (1976) Paramount. 89m C Margaux and Mariel Hemingway, Ann Bancroft. Film about rape and rape victims. (Equality/Rights of the Accused).

Mr. Smith Goes to Washington: (1939) Columbia. 130m B James Stewart, Claude Rains, Edward Arnold. Frank Capra directed this film about a country boy who goes to Washington as a short-term Senator and learns the harshness of Washington politics in exposing corruption, almost at the cost of his own career. (Governing a Nation).

The Offense: (1973) UA 112m C (British). Sean Connery, Trevor Howard. Psychological drama starring Connery as a police officer who goes too far in his interrogation of a child molester and beats him to death. (Rights of the Accused).

The Onion Field: (1979). Avco Embassy. 126m C John Savage, Ted Danson, Christopher Lloyd. Based on the true incident of the murder of a California policeman and the subsequent trial in which the killer defends himself and makes a mockery of the judicial system. (Rights of the Accused).

The Paper Chase: (1973) 20th Century Fox. 112m C Timothy Bottoms, Lindsay Wagner, John Houseman. Comedy-drama about the pressures of law school, set at Harvard.

The Pursuit of Happiness: (1971) Columbia. 93m C Michael Sarrazin, Barbara Hershey, E.G. Marshall, William DeVane. Drama about a rebellious youth who accidently runs over a woman and is sent to prison for his refusal to cooperate. (Rights of the Accused).

The Seduction of Joe Tynan (1979). Universal. 107m C Alan Alda, Meryl Streep, Barbara Harris, Merv Griffin. Alan Alda stars as a U.S. Senator who must choose between his devotion to family and his determination to succeed in politics.

The Silent Witness: (1932) 73m B Lionel Atwill, Helen Mack. A man confesses to murder in order to protect his son, in this solid courtroom drama. (Rights of the Accused).

Silkwood: (1983) Fox. C Meryl Streep, Kurt Russell, Cher. Based on the true story of Karen Silkwood, a worker at the Kerr McGee nuclear facility in Oklahoma who dies on her way to delivering alleged evidence of safety violations to a newspaper.

Star Chamber: (1983) Fox. 105m C Michael Douglas, Hal Holbrook. Thriller about the secret members of the Star Chamber who will use whatever means available to uphold the law if the American judicial system cannot. (Judicial Power).

The Star Witness: (1931) Warner. 68m B Walter Huston, Grant Mitchell. An old man witnesses a crime and is threatened by gangsters.

State of the Union: (1948) MGM. 110m B Spencer Tracy, Katherine Hepburn, Angela Lansbury, Van Johnson. An estranged wife rejoins her husband when he is running for President in this film directed by Frank Capra.

State's Attorney: (1932) RKO. 79m B John Barrymore, Jill Esmond. A prosecuting counsel nearly pays the penalty for arrogance. (Rights of the Accused).

To Kill a Mockingbird: (1962) Universal. 129m B Gregory Peck plays a southern lawyer attempting to fight hatred and racial prejudice--both in his home and his community. (Equality).

The Travelling Executioner: (1970) MGM 95m C Stacey Keach, Bud Cort, Marianna Hill. Black comedy starring Stacy Keach as the title character, who travels around the country with his own electric chair charging prisoners for his services. (Rights of the Accused).

Trial: (1955) MGM 109m B Glenn Ford, Dorothy McGuire. A young lawyer defends a Mexican boy accused of rape and murder in this racial drama with political overtones. (Equality/Rights of the Accused).

The Trial of Mary Dugan: (1929) MGM. 120m B This adapted stage play was MGM's first all-talking picture in which prosecution and defense counsel both change their feelings toward the girl on trial for murder. (Rights of the Accused).

The Turning Point: (1952) Paramount. 85m B William Holden, Alexis Smith, Edmond O'Brien. A young lawyer is appointed by the state governor to smash a crime syndicate.

Twelve Angry Men: (1957) UA 95m B Henry Fonda, Lee J. Cobb, E.G. Marshall, Jack Klugman. A jury in a murder case about to convict is swayed by the doubt of one member about the defendant's guilt. (Rights of the Accused).

The Verdict: (1982) Paramount. 120m C Paul Newman, Charlotte Rampling, James Mason, Jack Warden. Newman as a disillusioned, ambulance-chasing attorney who becomes involved in a controversial lawsuit that was never intended to come to trial.

Washington Story: (1952) MGM 82m B Van Johnson, Patricia Neal. A lady reporter goes to Washington to expose corruption, but falls for an honest Congressman.

Watermelon Man (1970) Columbia. 97m C Godfrey Cambridge, Estelle Parsons. Unusual fantasy comedy about a bigoted white man who wakes up one morning as a Black man. (Equality).

C. Other Ideas

The following list contains a variety of other suggestions for possible community activities for the bicentennial. Some of these ideas have been used by groups with success. Others can be adapted for use in bicentennial programs.

* sponsor a bicentennial exhibit at your local library or community center.

* organize a "bicentennial fair" featuring constumes, foods, and activities from the 18th century, with soap box orations about the Constitution.

* work with a local theater group to produce a play on a constitutional topic.

* organize a poster exhibit on constitutional themes to take to schools and other public institutions in your community;

* organize bicentennial book discussion groups for schools or the community at large.

XII. APPENDIX

A. Bibliography of Written Resources on the Constitution

The following bibliography contains a wide variety of materials, ranging from academic treatises on particular constitutional topics to general background materials. The materials have been identified, to the extent applicable, according to the following categories, relating to the themes of WE THE PEOPLE:

A	Why a Constitution
B	Governing a Nation
C	Judicial Power
D	Free Expression and the Political Process
E	Expression and Freedom of Conscience
F	Equality
G	Rights of the Accused
H	Autonomy and Economic Freedom
Gen	General Background Material
His	Historical

TOPIC	
His	Adams, Willi Paul. The First American Constitutions: Republican Ideology and the Making of State Constitutions in the Revolutionary Era. Chapel Hill: U. of North Carolina Press, 1980. A comparative study, which considers the European background and the early American context for the development of constitutional practice. Also includes look at state constitutions.
Gen	ABA Commission on Public Understanding About the Law. Passport to Legal Understanding. Newsletter published 2-3 times a year, containing information about bicentennial programs being planned by the ABA, state bicentennial commissions and planning groups, and other groups and organizations. (free).
D/G	ABA Public Education Division. The Rights of Fair Trial and Free Press: The American Bar Association Standards. Chicago: ABA Press 1981. Manual for bar, news media, and court officials on 1st and 6th Amendment rights, and the ABA's role in defining guidelines and procedures to accommodate conflicting rights.
Gen	ABA Public Education Division. Understanding the Law: A Handbook on Educating the Public. Peck, Robert S. & White, Charles J., eds. Contains articles on community projects designed to teach the public about the law. ($10.95).

TOPIC	
B	ABA Standing Committee on Law & National Security. Congress, the President, and Foreign Policy. Chicago: ABA Press, 1984. Various viewpoints on the role of the President and the Congress in foreign policy.
D	ABA Standing Committee on Law & National Security. The Media and Government Leaks. Chicago: ABA Press, 1984. First Amendment rights of the media in leaks of information that concern national security.
His	American Bar Foundation. Sources of our Liberties. Chicago: ABA Press, 1978. Documents such as the Magna Carta, Mayflower Compact, Petition of Right, and the U.S. Constitution, with introductions, notes and bibiographies.
His	American Philosophical Society. A Rising People: The Founding of the United States 1765-1789 American Philosophical Society, 1976.
Gen/His	Association of American Law Schools, ed. Selected Essays on Constitutional Law. 5 vols. Chicago: The Foundation Press, 1938. Essays in constitutional law and history from the nation's legal periodicals.
F	Baer, Judith. Equality Under the Constitution: Reclaiming the Fourteenth Amendment, Cornell University Press, 1983.
His	Bailyn, Bernard. The Ideological Origins of the American Revolution. Cambridge: Belknap Press of Harvard University Press, 1967. Pulitzer Prize winning book-length introduction to Bailyn's Pamphlets of the American Revolution (1965).
His/F	Bardolph, Richard, ed. The Civil Rights Record: Black Americans and the Law 1849-1970. New York: Crowell, 1970. A compilation of important source documents on the civil rights movement.
His/H	Baxter, Maurice G. The Steamboat Monopoly: Gibbons v. Ogden, 1824. New York: Alfred A. Knopf, 1972. Case study of the first Supreme Court decision under the Commerce Clause of the Constitution.
His/H	Beard, Charles A. An Economic Interpretation of the Constitution of the United States. New York: Free Press, 1965 (First Published in 1913). This classic, progressive historical study analyzing the economic interests of the Framers to theorize that the Constitution was intended to protect the property interests of an elite against popular agrarian interests. See later challenges to the Beardian thesis, such as F. McDonald's We the People.

TOPIC	
His	Becker, Carl L. The Declaration of Independence: A Study in the History of Political Ideas. New York: Alfred A. Knopf, 1956 (First Published in 1922). Suitable for a introductions to the framing of the Constitution. Emphasizes the influence of John Locke.
His	Belz, Herman. "The Constitution in the Gilded Age: The Beginnings of Constitutional Realism in American Scholarship", American Journal of Legal History, 13 (1969); "The Realist Critique of Constitutionalism in the Era of Reform", American Journal of Legal History, 15 (1971); "Changing Conceptions of Constitutionalism in the Era of World War II and the Cold War", Journal of American History 59 (1972); "New Left Reverberations in the Academy: The Antipluralist Critique of Constitutionalism", Review of Politics, 30 (1974). A series of articles on the political role of the Constitution, changing perceptions of the proper nature of that role, and views of the Constitution as a legitimate political instrument.
B/C	Berger, Raoul. Congress v. The Supreme Court. Macmillan, 1970.
His/F	Berry, Mary F. Black Resistance/White Law: A History of Constitutional Racism in America. New York: Appleton-Century-Crofts, 1971. The Constitution and racism in American society, and constitutional developments in response to the civil rights movement.
His	Bestor, Arthur E. "The Civil War as a Constitutional Crisis," American Historical Review, 69 (1964). The Civil War in its constitutional dimensions, emphasizing the constitutional crises between 1845 and 1877 and secessionists' use of the compact theory of government.
His/F	Bestor, Arthur E. "State Sovereignity and Slavery," Journal of the Illinois State Historical Society, 54 (1961). A classic study, from a northern perspective, of the Constitution's relation to states' rights/slavery debates and the coming of the Civil War.
His	Beth, Loren P. The American Constitution, 1877-1917. New York: Harper and Row, 1971. Historical overview, written by a political scientist.
B/C	Bickel, Alexander M. The Least Dangerous Branch: The Supreme Court at the Bar of Politics. Indianapolis: Bobbs-Merrill Co. Inc., 1962. An important, brief account of the role of the Supreme Court vis-a-vis the other two branches of government, by a leading constitutional law scholar.

TOPIC	
C	Bickel, Alexander M. The Supreme Court and the Idea of Progress. New Haven: Yale University Press, 1978 (First Published in 1970). A scholarly, conservative review of the Warren Court's "activist" character, that takes exception to its record on reapportionment and desegregation.
B	Black, Charles L. Jr. Structure and Relationship in Constitutional Law. Baton Rouge: Louisiana State University Press, 1969. A scholarly study of constitutional law theory.
His/A	Borden, Morton, ed. The Anti-Federalist Papers. East Lansing: Michigan State University Press, 1967 (First Published in 1965). Letters, essays, pamphlets and speeches by Anti-Federalists, with one rebuttal "paper" for each of the Federalist Papers.
His	Botein, Stephen. Early American Law and Society. New York: Random House, 1980. Source materials on legal and social development in the colonial period, with an introductory essay on colonial law.
His	Bowen, Catherine Drinker. Miracle at Philadelphia: The Story of the Constitutional Convention, May to September 1787. Boston: Little, Brown & Co., 1966. A highly regarded, dramatic account of the day-to-day process of framing the Constitution. Currently out of print, but to be republished.
His/A	Brant, Irving. The Bill of Rights: Its Origin and Meaning. New York: New American Library, 1967 (paperback); Indianapolis: Bobbs-Merrill, 1965 (hardback). The Bill of Rights, from their English origins and adoption into the 1960s. Incorporates information from Brant's study of the life of James Madison, with social and intellectual perspectives drawn from the founding period.
Gen	Brest, P. and Levinson S. Processes of Constitutional Decision-Making. 2nd edition. Boston: Little, Brown & Co., 1983. A study of constitutional theory, drawing on historical and philosophical materials and case studies.
His/H	Bringhurst, Bruce. Antitrust and the Oil Monopoly: The Standard Oil Cases, 1890-1911. Contributions in Legal Studies, No. 8. Westport, Connecticut: Greenwood Press, 1979. The early history of the antitrust movement and its reception by the Supreme Court.
His	Buel, Richard. Securing the Revolution: Ideology in American Politics 1784-1815. Cornell University Press. Ithica, NY 1972.

TOPIC	
His	Burns, James MacGregor. The Vineyard of Liberty: The American Experiment. New York: Alfred A. Knopf, 1982. Political history of the period from Shays's Rebellion through the outbreak of the Civil War, emphasizing the way a political system was shaped. Includes attention to the experience of women, minorities and politicians at the state and local level.
C	Cannon, Mary and O'Brien, David M. Views from the Bench: The Judiciary and Constitutional Politics. Chatham House, 1985.
C	Cardozo, Benjamin N. The Nature of the Judicial Process. Yale University Press, 1921.
F/G	Carter, Dan T. Scottsboro: A Tragedy of the American South. Baton Rouge: Louisiana State University Press, 1979 (First Published in 1969). A case study of the 1930s' Scottsboro cases and the problem of racism and justice, especially in the context of southern politics, trial courts and juries. Helps for understanding fair trial and due process in the context of constitutional law.
His	Commager, A., ed. (Original editor: Henry Steele Commager) Documents of American History. Englewood Cliffs: Prentice-Hall, 1974 (9th edition; first published in 1934). An extensive and basic source book on constitutional history, emphasizing legal documents and court decisions.
His	Commager, Henry Steele. The Empire of Reason. Garden City, NY: Anchor Press/Doubleday, 1977. The origins of the Enlightenment and its influence on the Declaration of Independence and the Constitution.
His/A	Conkin, Paul K. Self-Evident Truths: Being A Discourse on the Origins and Development of the First Principles of American Government--Popular Sovereignty, Natural Rights, and Balance and Separation of Powers. Bloomington: Indiana University Press, 1974. A thoughtful exercise in moral and political philosophy, examining 18th century political ideals underlying the creation of the American government.
His	Cooke, Jacob E. Alexander Hamilton. Charles Scribner & Sons, New York, 1982.
His/A	Cooke, Jacob E., ed. The Federalist. Middletown: Wesleyan University Press, 1982 (First Published in 1961). The essays of Madison, Hamilton and Jay supporting the Constitution; annotated and cross-referenced.

TOPIC	
His/C	Cortner, Richard C. The Jones and Laughlin Case. New York: Alfred A. Knopf, 1970. A study of the key case during the Roosevelt administration's "court packing" effort, in which the Supreme Court moved to sanction big government and a more regulatory state.
His/Gen	Corwin, Edward S. The Higher Law Background of American Constitutional Law. Cornell University Press, Ithaca, NY, 1955.
Gen	Corwin, Edward S. (Revised by Harold W. Chase and Craig R. Ducat) The Constitution and What It Means Today. Princeton: Princeton U. Press, 1979 (14th rev. ed.; first published in 1920). The changing meaning of the Constitution as reflected in Supreme Court interpretations.
C	Cox, Archibald. The Role of the Supreme Court in American Government. Oxford University Press, 1976.
C	Currie, David. The Constitution in the Supreme Court. Chicago: University of Chicago Press (1985).
His/H	Dargo, George. Law in the New Republic: Private Law and the Public Estate. New York: Alfred A. Knopf, 1983. A legal history, synthesizing state lawmaking and constitutional principles, with an emphasis on source documents and the goal of illuminating the process of "privatizing" public law during the constitutional period.
His	Dennison, George M. The Dorr War: Republicanism on Trial, 1831-1861. Lexington: U. Press of Kentucky, 1976. A discussion of the background, outcome, and significance of the 1849 case of Luther v. Borden.
His/C	Dewey, Donald O. Marshall v. Jefferson: The Political Background of Marbury v. Madison. Alfred A. Knopf, 1970. The basic study of the political and constitutional context for the famous John Marshall decision affirming the principle of "judicial review." It shows the role political rivalries played in the formulation of this far-reaching judicial doctrine.
His/F	Ehrlich, Walter. They Have No Rights: Dred Scott's Struggle for Freedom. Westport, CT: Greenwood Press, 1979. A modern assessment of the litigation involved in the Dred Scott case. Based on recently discovered evidence; complements Don Fehrenbacher's book on the same case.
His/C	Ellis, Richard E. The Jeffersonian Crisis: Courts and Politics in the Young Republic. NY: Norton, 1974. Basic study of the judiciary's role in American society during the Jeffersonian era.

TOPIC	
C	Ely, John Hart. Democracy and Distrust: A Theory of Judicial Review. Cambridge: Harvard University Press, 1980. Attempt to reconcile the practice of judicial review with democratic theory.
B	Engdahl, David E. Constitutional Power: Federal and State in a Nutshell. St. Paul: West Publishing Co, 1974. Book analyzing powers of the federal and state governments granted and restricted by the U.S. Constitution.
His/A	Epstein, David F. The Political Theory of the Federalist. Philadelphia: University of Pennsylvania Press, 1983.
D/E	Eveslage, Thomas. The First Amendment: Free Speech & A Free Press. Philadelphia: Temple University. Curriculum guide for social studies, journalism and English instructors teaching about the First Amendment, including the topics of libel and injury to reputation; privacy and copyright; student free speech rights and responsibilities and free expression v. government authority.
His/A	Fairfield, Roy P., ed. The Federalist. New Haven: Yale University Press, 1913.
His	Farrand, Max, ed. The Records of the Federal Convention of 1787. 4 volumes. New Haven: Yale University Press, 1967 (rev. ed; first published in 1911-1937). Compilation of the Journal of the Federal Convention, based on James Madison's notes of the proceedings.
His/A	Farrand, Max. The Framing of the Constitution of the United States. New Haven: Yale University Press, 1976. The story of the Constitutional Convention.
His/F	Fehrenbacher, Don E. The Dred Scott Case in Historical Perspective. New York: Oxford University Press, 1981 (Rev. ed., first published in 1978 as The Dred Scott Case; its Significance in American in American Law and Politics). A Pulitzer-prize winning study of the Supreme Court's controversial 1867 decision, illuminating the issue of constitutionality of slavery and the relationship of slavery to the Civil War.
His/A	Fellman, David. "Constitutionalism." Dictionary of the History of Ideas: Studies of Selected Pivotal Ideas. vol. 1. Edited by Philip P. Weiner. New York: Charles Scribner & Sons, 1973. Brief introduction with bibliography.
His	Ferris, Robert G., Series Editor. Signers of the Constitution. (U.S. Dept. of the Interior).

TOPIC	
His	Friedman, Lawrence, and Scheiber, Harry. American Law and the Constitutional Order: Historical Perspectives. Boston: Harvard University Press, 1978. An anthology of recent articles, organized historically and stressing the interrelationship between legal and constitutional development from colonial times to the present.
C	Friedman, Leon and Israel, Fred L. eds. The Justices of the United States Supreme Court: Their Lives and Major Opinions. 5 volumes. NY: Chelsea House Publishers, 1980 (first four volumes first published in 1969). Biographical dictionary covering all justices who have served on the Supreme Court, with references to books and articles on each justice.
His/D	Friendly, Fred W. Minnesota Rag: The Dramatic Story of the Landmark Supreme Court Case That Gave New Meaning to Freedom of the Press. New York: Random House, Inc., 1982. Popular study of the 1931 case of Near v. Minnesota, a landmark First Amendment case.
Gen	Friendly, Fred and Elliott, Martha. The Constitution: That Delicate Balance. New York: Random House, Inc., 1984.
C	Funston, Richard Y. Constitutional Counterrevolution: The Warren Court and the Burger Court--Judicial Policy Making in Modern America. Cambridge, MA: Schenkman Press, 1977. A detailed study of changes in the orientation and constitutional interpretation of the Supreme Court under Warren Burger.
His	Garraty, John A., ed. Quarrels That Have Shaped the Constitution. NY: Harper & Row, 1964. Essays on important constitutional cases and Supreme Court decisions; originally published in American Heritage.
His/C	Goebel, Julius. Antecedents and Beginnings to 1801, vol. 1 of the History of the Supreme Court of the United States. NY: Macmillan, 1971.
Gen	Goldwin, Robert A., and William A. Schambra, eds. How Democratic is the Constitution? Washington: American Enterprise Institute for Public Policy Research, 1980. Essays by leading scholars.
Gen	Grondman, Adolph H. The Embattled Constitution: Vital Framework or Convenient Symbol? Melbourne: Krieger Publishing Co., 1986.

TOPIC	
His/B	Gunther, Gerald, ed. John Marshall's Defense of McCullough v. Maryland. Stanford: Stanford University Press, 1969. Contains Marshall's pseudonymous newspaper defense of his opinion in McCullough, sustaining the constitutionality of the Second Bank of the United States, with commentary by a distinguished contemporary scholar.
Gen	Gunther, Gerald. Cases and Materials on Constitutional Law. 10th ed. University Casebook Series. Mineola, New York: Foundation Press, 1980. A constitutional law casebook, organized on legal principles.
His/A	Hamilton, Alexander, John Jay & James Madison. The Federalist Papers. NY, 1961. Political essays on the Constitution, written to assist the cause of ratification.
His	Hecht, Marie. Odd Destiny: The Life of Alexander Hamilton. New York, Macmillan, 1982.
His	Hendrickson, Robert. Hamilton I: 1757-1789. New York: Mason-Charter, 1976.
His	Hendrickson, Robert. The Rise & Fall of Alexander Hamilton. New York: Van Nostrand Reinhold, 1981.
B	Henkin, Louis. Foreign Affairs and the Constitution. NY: W. W. Norton, 1975 (First published in 1972). Explains foreign affairs under the Constitution.
Gen	Hooper, Angela Roddey. The Meaning of the Constitution. Barrons Educational Series, 1974.
His/H	Hurst, James Willard. Law and Conditions of Freedom in the Nineteenth Century United States. Madison: U. of Wisconsin Press, 1956. National life and public values, explaining the role of law in the growth of the national economy.
His/F	Hyman, Harold, and William Wiecek. Equal Justice Under Law: Constitutional Development, 1835-1875. NY: Harper & Row, 1982. Constitutional development in the 19th century, especially the court's role in transforming the South's perspective on slavery into constitutional law.
His/A	Jensen, Merrill. The Making of the American Constitution. Melbourne: Krieger Publishing Co. Originally published 1964; reprinted 1979.
His	Jensen, Merrill. The New Nation. Boston: Northeastern University Press, 1981.

TOPIC	
His/A	Jillson, C. "Constitution-Making: Alignment and Realignment in the Federal Convention of 1787." American Political Science Review. 75 (1981). A recent essay on political alignments during the Constitutional Convention and their influence on the shape of the final document.
His/A	Jones, Robert F. The Formation of the Constitution. Melbourne: Krieger Publishing Co., Originally published 1971; reprinted 1978.
Gen	Kammen, Michael. Spheres of Liberty, Changing Perspectives of Liberty in America. U. of Wisconsin Press, 1986.
His/A	Katz, Stanley. "The Origins of American Constitutional Thought". Perspectives in American History 3 (1969): 474-490. Article on recent works dealing with the pre-Constitution period.
Gen	Kauper, Paul, ed. Constitutional Law: Cases and Materials. 3rd ed. Boston: Little, Brown, 1966. Casebook organized on legal principles.
His/Gen	Kelly, Alfred H., Harrison, Winfred A. and Belz, Herman. The American Constitution: its Origins and Development. NY: W.W. Norton & Co., 1983 (6th ed.; first published in 1948). Standard text in American constitutional history, newly revised.
His/A	Kenyon, Cecilia, ed. The Anti-Federalists. Indianapolis: Bobbs-Merrill, 1966 (out of print). Selection of anti-Federalist pamphlets, prefaced by an extended version of Kenyon's classic essay, "Men of Little Faith," emphasizing the reasons anti-Federalists distrusted the Constitution.
His/F	Kerber, Linda K. Women of the Republic: Intellect and Ideology in Revolutionary America. Institute of Early American History and Culture Series. Chapel Hill: University of North Carolina Press, 1980. Analysizes the position of women in the constitutional period, emphasizing their politicization in the Revolutionary and post-Revolutionary eras. Shows how emerging political values and traditional domestic duties were synthesized to define an ambiguous political role for women in the new republic.
Gen	Killian, John, et. al, ed. The Constitution of the United States - Analysis and Interpretation. Library of Congress, Superintendent of Documents, 1986.

TOPIC	
His/F	Kluger, Richard. Simple Justice: The History of Brown v. Board of Education and Black America's Struggle for Equality. NY: Vintage, 1977. The story behind the battle against segregated schools, from Reconstruction after the Civil War to the 1960s.
His/A	Koch, Adrienne. Jefferson and Madison, The Great Collaboration. NY: Alfred A. Knopf, 1950. Biographical history of the friendship of these two men and the issues they jointly dealt with, including concepts of rights, the Constitution, republicanism, and the Alien and Sedition Acts.
Gen	Konefsky, Samuel J. The Legacy of Holmes and Brandeis: A Study in the Influence of Ideas. NY: Macmillan, 1956. A study of the ideas of two of this century's most influential justices.
His/B	Kurland, Philip B. Watergate and the Constitution. Chicago: University of Chicago Press, 1978. Analysizing the constitutional dimensions of Watergate: technical and legal in approach, but comprehensive.
His/H	Kutler, Stanley I. Privilege and Creative Destruction: The Charles River Bridge Case. NY: W.W. Norton, Inc., 1978 (First published in 1971). An account of the 1837 Charles River Bridge case, focusing on political and social forces in early 19th century American economic development.
His/C	Kutler, Stanley I., ed. The Supreme Court and the Constitution: Readings in American Constitutional History. 2nd edition. NY: W.W. Norton, 1977. Casebook organized on historical principles.
Gen	Levy, Leonard W, Karst, Kenneth L & Mahoney, Dennis J., eds. Encyclopedia of the American Constitution. NY: Macmillan, 1986. Four volumes with nearly 2,200 articles written by almost 300 scholars in history, political science, law, government and other areas. For the general reader, covering constitutional history, people, Supreme Court cases, concepts and terms and public acts.
His/D	Levy, Leonard W. Emergence of a Free Press. (Revised version of Legacy of Suppression: Freedom of Speech and Press in Early American History). Oxford University Press, 1985. Free speech and press and attitudes which led up to the battle over the Alien and Sedition Acts.
G	Lewis, Anthony. Gideon's Trumpet. NY: Random House, Inc., 1964. Popular account of the Supreme Court's 1962 landmark decision extending the right of counsel to the poor as a basic aspect of due process of law.

TOPIC	
Gen	Lieberman, Jethro. Milestones II. St. Paul, MN: West Publishing Co. 500 pages. Narrative unfolding of the Constitution regarding structure and control of government, federal and state relations, liberty, equality, business and economy, criminal and victims, reforms and the future.
His/A	Madison, James. Notes of Debate in the Federal Convention of 1787. Adrienne Koch, ed. Athens, OH: Ohio University Press, 1966.
His/H	Magrath, C. Peter. Yazoo: Law and Politics in the New Republic--The Case of Fletcher v. Peck. Providence: Brown University Press, 1966. Account of the first major contract law decision of the Marshall Court, focusing on a notorious land grab. Explains the case's political and economic implications for building a national economy.
His	Maier, Pauline. From Resistance to Revolution: Colonial Radicals and the Development of American Opposition to Britain, 1765-1776. NY: Alfred A. Knopf, 1972. Study of the essentially conservative character of the American Revolution and the role played by protest during this period, with their impact on the formation of the new government.
His/E	Malbin, Michael J. Religion and Politics: The Intentions of the Authors of the First Amendment. Washington, DC: American Enterprise Institute for Public Policy Research, 1978. The author demonstrates that the First Amendment was not a fruit of the "strict separationist" thought of Jefferson and Madison.
E	Manning, Leonard F. The Law of Church-State Relations in a Nutshell. St. Paul: West Publishing Co., 1981. Brief analysis of the position of the Supreme Court on the religion clauses of the First Amendment.
His/B	Marcus, Maeva. Truman and the Steel Seizure Case: The Limits of Presidential Power. NY: Columbia University Press, 1977. Scholarly treatment of the Youngstown Sheet and Tube case, when President Truman seized a steel mill and was sanctioned by the Supreme Court for exceeding his executive authority.
His/D	Martin, Charles H. The Angelo Herndon Case and Southern Justice. Baton Rouge: Louisiana State U. Press, 1976. Study of civil rights during the Depression and how Angelo Herndon helped broaden interpretations of the First Amendment.

TOPIC	
His/C	Mason, Alpheus T. The Supreme Court From Taft to Burger. Baton Rouge: Louisiana State U., 1979 (3rd ed.; first published in 1958 as The Supreme Court from Taft to Warren). Recently revised account of the role of Chief Justices in the interpretation of the Constitution from 1920 to the 1970s.
His/C	McCloskey, Robert F. The American Supreme Court. Chicago: University of Chicago Press, 1960. Brief history from 1789 to the 1950s.
His	McDonald, Forrest. Alexander Hamilton: A Biography. NY: W.W. Norton & Co., 1982.
His/H	McDonald, Forrest. We The People: The Economic Origins of the Constitution. Chicago: University of Chicago Press, Midway Reprint Series, 1976 (First published in 1958). Refutation of Beard's economic interpretation of the Constitution. McDonald re-examines the various factions and geographic affiliations represented at the Constitutional Convention, concluding that the document is the product of a more complex set of interests and purposes than those that Beard believed.
His/A	McIlwain, Charles H. Constitutionalism: Ancient and Modern. Ithaca: Cornell U. Press, 1958 (First published in 1940). Study of constitutionalism in terms of general political history.
His	Meyers, Marvin. The Mind of the Founder: Sources of the Political Thought of James Madison. Hanover, NH: Brandeis U. Press, 1981.
B	Miller, Arthur. Presidential Power in a Nutshell. St. Paul: West Publishing Co., 1977. Presidential powers to make laws, enforce laws, conduct foreign relations, and act as commander-in-chief and head of state.
His	Miller, John C. The Federalist Era, 1789-1801. NY: Harper & Row, 1960. General history of the constitutional period, concentrating on the Washington and Adams administrations.
His/A	Morgan, Edmund S. The Birth of the Republic: 1763-89. Chicago: University of Chicago Press, 1977. Brief history of the founding period, emphasizing the development of constitutional government as the expression and continuation of early ideas of just government shared by Americans in the revolutionary period.

TOPIC	
E	Morgan, Richard E. The Supreme Court and Religion. NY: Free Press, 1972. A highly authoritive overview of the subject, focusing particularly on developments since the 1940s.
His	Morison, Samuel Eliot, Ed. Sources and Documents Illustrating the American Revolution 1764-1788; and the Formation of the Federal Constitution. NY: Oxford U. Press, 1979.
His/A	Morris, Richard B. Basic Documents on the Confederation and the Constitution. Melbourne: Krieger Publishing Co. Originally published 1970; reprinted 1985.
His/A	Morris, Richard B. Witnesses at the Creation: Hamilton, Madison, Jay and the Constitution. NY: Holt, Rhinehart & Winston, Inc., 1985.
Gen	Murphy, Paul L. "Time to Reclaim: The Current Challenge of American Constitutional History". American Historical Review 69 (1963). A modern view of the Constitution regarding political experience and political development that differs from that of Randall ("The Interrelation of Social and Constitutional History").
His	Murphy, Paul L. The Constitution in Crisis Times, 1918-1969. NY: Harper & Row, 1972. Historical overview of 20th century constitutional development which picks up from Hyman & Wiecek (Equal Justice Under Law: Constitutional Development, 1835-1875), and Loren P. Beth (The Development of the American Constitution, 1877-1917). Bibliography.
His/F	Murphy, Paul L. World War I and the Origin of Civil Liberties in the United States. NY: W.W. Norton, 1979. The modern civil liberties movement, juxtaposed with their neglect in the 19th and early-20th century.
His	National Archives. The Formation of the Union. General Services Administration, Washington, DC
His/C	Newmyer, R. Kent. The Supreme Court under Marshall and Taney. NY: Crowell, 1968. Modern evaluation and review of recent constitutional literature for this period.
His/F	Norton, Mary Beth. Liberty's Daughters, The Revolutionary Experience of American Women, 1750-1800. Boston: Little, Brown, 1980. Assesses the impact of the Revolution upon women's lives, with sections on the changing legal status of women and their political position.

TOPIC	
Gen	Nowak, John, Rotunda, Ronald and Nelson, J. Constitutional Law. St. Paul: West Publishing Co., 1983 (2d ed.). Text on the constitutional issues most litigated today.
His/C	Paul, Arnold M. Conservative Crisis and the Rule of Law: Attitudes of Bar and Bench 1887-1895. Published for the American Historical Association by Cornell U. Press, Ithaca, 1960. Study of a conservative reaction against progressive reforms during the late 19th century, which dominated Supreme Court thinking until 1937.
D/E	Peck, Robert S. and Manemann, Mary. Speaking & Writing Truth: Community Forums on the First Amendment. Chicago: ABA Press, 1985. Handbook for conducting community forums on First Amendment issues. Contains six different role-plays on contemporary free speech/free press issues, with an introduction on how to use the forums, legal memos and an essay on the development of America's free expression heritage.
Gen	Peltason, Jack Walter and Corwin, Edward Samuel. Understanding the Constitution. NY: Holt, Rhinehart & Winston, 1967 (First published in 1949).
A	Pennock, James Roland, and Chapman, John W. eds. Constitutionalism: NOMOS XX. NY: NYU Press, 1979. Essays by leading scholars on constitutionalism.
E	Pfeffer, Leo. Church, State and Freedom. Boston: Beacon Press, Inc., 1967 (rev. ed.; first published in 1953). Examination of early cases involving the First Amendment's religion clause.
His/F	Pole, J.R. The Pursuit of Equality in American History. Berkeley: U. of California Press, 1978. Equality of rights, opportunity, results and esteem.
C	Pritchett, C. Herman and Alan F. Westin, eds. The Third Branch of Government: 8 Cases in Constitutional Politics. NY: Harcourt, Brace & World, 1963. Case histories by leading political scientists on modern constitutional controversies.
Gen	Project 87. This Constitution: A Bicentennial Chronical. Quarterly magazine published by the American Historical Association and the American Political Science Association. Articles on constitutional topics and resources for the bicentennial.

TOPIC	
His/A	Rakove, Jack N. The Beginnings of National Politics: An Interpretive History of the Continental Congress. NY: Alfred A. Knopf, 1979. A study of the period under the Articles of Confederation, detailing political activity and tracing the ideas of political reform that led to the Constitutional Convention.
His/A	Randall, J.G. "The Interrelation of Social and Constitutional History." American Historical Review 39 (1929). The Constitution in political experience and development.
C	Robert, Owen. The Court and the Constitution. Cambridge: Harvard University Press, 1951.
A	Robinsin, Donald L., ed. Reforming American Government: The Bicentennial Papers of the Committee on the Constitutional System. Boulder: Westview Press, 1985. Reassessment of the Constitution by the Committee on the Constitutional System.
C	Rodell, Fred. Nine Men. NY: Random House, 1955.
His	Rossiter, Clinton. 1787: The Grand Convention. NY: Macmillan Publishing Co., Inc., 1966. An interpretation of the framing process, by a scholar sympathetic to the Federalists.
Gen	Rotunda, Ronald, Nowak, John and Nelson, J. Treatise on Constitutional Law: Substance and Procedure. St. Paul: West Publishing Co., 1986. 3 volume analysis of federal constitutional law, with citations to court decisions, statutes and secondary authorities.
His	Rutland, Robert Allen. The Birth of the Bill of Rights, 1776 - 1791. rev'd ed. Boston: Northeastern U. Press, 1983.
His	Scheiber, Harry N. "American Constitutional History and the New Legal History: Complementary Themes in Two Modes." Journal of American History 68 (1981). Updates the work of Randall ("The Interrelation of Social and Constitutional History").
His/B/H	Scheiber, Harry N. "Federalism and the American Economic Order, 1789-1910." Law and Society Review Fall (1975). Study of the federal role, in terms of constitutional development, in the American economy.

TOPIC	
His/C	Schubert, Glendon. *Constitutional Polity*. Boston: Boston U. Press, 1970. Critique of Supreme Court policy-making in decisions during the period from Chief Justice Taft to Chief Justice Warren.
His	Smith, James M., and Murphy, Paul, eds. *Liberty and Justice: A Historical Record of American Constitutional Development*. NY: Knopf, 1968.
His	Solberg, Winton, ed. *The Federal Convention and the Formation of the Union of the American States*. Indianapolis: Bobbs-Merrill, 1958. Primary source materials including a selection of Madison's *Notes of Debates* and material from the ratifying conventions.
His/C	Steamer, Robert J. *Supreme Court in Crisis: A History of Conflict*. Amherst, U. of Massachusetts Press, 1971.
His/A	Stearns, Jean. *The Federalist Without Tears*. Washington, DC: U. Press of America, 1977. A sampler of *Federalist* writings in modern English, with examples of original texts for comparison.
His/H	Stites, Frances N. *Private Interest and Public Gain: The Dartmouth College Case, 1819*. Amherst: U. of Massachusetts Press, 1972. Discusses the case's relation to 19th-century economic development.
His/A	Storing, Herbert J., and Dry, Murray. *What the Anti-Federalists Were For*. Chicago: U. of Chicago Press, 1981. Separate edition of introduction to Storing's 7-volume collection, *The Complete Anti-Federalist*.
His/A	Storing, Herbert J., ed. *The Complete Anti-Federalist*. 7 volumes. Chicago: U. of Chicago Press, 1981. Collection of Anti-Federalist writings, analyzed in terms of the continuing dialogue over the political life of the community.
His	Stourzh, Gerald. *Alexander Hamilton and the Idea of Republican Government*. Stanford: Stanford U. Press, 1970. A study of Hamilton's political thought.
C/D	Swicord, Elizabeth R. *First Amendment Unit*. American Newspaper Publishers Association Foundation. A 15-page, camera-ready supplement that looks at the role of the U.S. Supreme Court in American society and the importance of First Amendment freedoms.
His/C	Swindler, William F. *Court and Constitution in the Twentieth Century*. *Volume 1: The Old Legality, 1889-1932; Volume 2: The New Legality, 1932-1968*. Indianapolis: Bobbs-Merrill, 1969. Overview with appendices.

TOPIC	
His/C	Swisher, Carl Brent. Historic Decisions of the Supreme Court. Melbourne: Kneger Publishing Co. Originally published 1969, reprinted 1979.
D/F	Taper, Bernard. Gomillion v. Lightfoot: The Tuskegee Gerrymander Case. NY: McGraw-Hill Co., 1962. Analysis of the 1960 voting rights case that led to breakthroughs in extending the franchise to southern blacks. The book, which first appeared in the New Yorker, looks at the Court's involvement with political questions related to reapportionment.
His/A	Thompson, Kirk. "Constitutionalism and Political Action." Journal of Politics 31 (1969). An historical and philosophical analysis of the role of ideology in constitutionalism.
His	Tocqueville, Alexis de. Edited by J.P. Mayer and A.P. Kerr; translated by George Lawrence. Democracy in America. Garden City: Anchor Doubleday, 1969 (First published in 1835). The classic account of early 19th century American society and culture by a perceptive French observer, emphasizing the conflict between liberty and equality in the American system.
Gen	U.S. Printing Office, The Constitution of the United States of America. U.S. Government Printing Office, Washington, DC
F/G	Vieira, Norman. Civil Rights in a Nutshell. St. Paul: West Publishing Co., 1978. 279-page book on sources of civil rights in the Bill of Rights and the Due Process and Equal Protection clauses of the Fourteenth Amendment.
A/B	Vile, Maurice J.C. Constitutionalism and the Separation of Powers. Oxford and NY: Clarendon Press, 1967. Comparative study of the development and practice of separation of powers, set against the "mixed government" background of the English system.
His	Walker, Robert H. The Reform Spirit in America. Melbourne: Krieger Publishing Co. Originally published 1976; reprinted 1985.
His/B	Washburn, Wilcomb E. Red Man's Land/White Man's Law: A Study of the Past and Present Status of the American Indian. NY: Charles Scribner & Sons, 1971. Basic study of the relationship of American Indians and the law.
A	Wheeler, Harvey. "Constitutionalism" Handbook of Political Science. vol. 5. Governmental Institutions and Processes. Reading: Addison-Wesley Publishing Co., 1975.

TOPIC	
His/C	White, G. Edward. The American Judicial Tradition: Profiles of Leading American Judges. NY: Oxford University Press, 1976. Biographical study of American constitutional and legal development, modeled on Richard Hofstadter's The American Political Tradition.
Gen	Williams, Jerre S. St. Paul: West Publishing Co., 1979. Constitutional Analysis in a Nutshell. Framework for understanding and analyzing Supreme Court decisions that declare statutes unconstitutional.
His/A	Wills, Garry. Explaining America: The Federalist. Garden City: Doubleday, 1981. Reinterpretation of writings that are often treated as the starting point of constitutional interpretation.
His/A	Wilstach, Paul, ed. Correspondence of John Adams and Thomas Jefferson, 1812-1826. Indianapolis: Bobbs-Merrill, 1925. Famous correspondence between these two leaders during the constitutional period.
His/A	Wood, Gordon S. The Creation of the American Republic, 1776-1787. NY: W.W. Norton, 1972 (First published in 1969). Study of republican ideology as it emerged from the Revolution and the efforts in state constitution-making.
His	Wood, Gordon S., comp. The Confederation and the Constitution: The Critical Issues. Lanham: U. Press of America, 1979 (First published in 1973). Short anthology of articles on the period 1783-1787.
His/Gen	Wright, Benjamin F. The Growth of American Constitutional Law. Chicago: U. of Chicago Press, 1967 (First published in 1942). Synthesis of judicial-constitutional development from 1787 to the 1940s.
His	Wright, Esmond, Hill & Wang. Fabric of American Freedom 1763-1800. NY: 1978.
His/Gen	Zainaldin, Jamil S. Law in Antebellum Society: Legal Change and Economic Expansion. NY: Alfred A. Knopf, 1983. Legal history that illuminates social, economic and intellectual influences in American law from 1820 to 1860.

B. Annotated Bibliography of Constitution-Related Audiovisual Materials

The following bibliography of audio-visual materials contains a number of resources about the Constitution that can be used in several ways. You may decide to organize a community event using one of these resources as its central focus. Or you may wish to use one of these items as an aspect of a larger program--to kick off a panel discussion, for example. You may also decide to use these materials in a program for elementary or secondary school students designed for use in the classroom.

How to Use this Bibliography

Entries are listed alphabetically under chapter subheads. The film annotation is followed by pertinent information:

- Distributor
- Date of film production, if available
- Suggested audience level, abbreviated as follows:

  p-primary grades, first through sixth grades
  i-intermediate grades, fourth through sixth grades
  j-junior high school, sixth through eighth grades
  h-high school, ninth through twelfth grades
  c-college level
  a-adult

- Viewing or listening time
- Black and white (b&w) or color (C)
- Title number for use in ordering (if no number appears, use title only in placing order)
- Entries are 16mm films unless designated as filmstrips, C-S (color-sound) filmstrips, videocassettes, cassettes or records.
- Where no order number is available, the entry will either be blank or designated by the symbol @

Ordering

Most materials listed are available either for sale or rental. In some cases, a distributor will allow you to preview a film at no charge.

Films and filmstrips should be ordered directly from the source indicated in each listing. Complete addresses of the distributors are listed at the end of this bibliography.

When ordering, include the order number along with the title. If no number appears, order by title. Rental fees for the same film may vary from distributor to distributor.

Note:

Contact the distributor before placing your order, because distributors may change locations and/or take films out of circulation.

THEME 1
WHY A CONSTITUTION?

A New Nation: The Struggle to Survive, 1789-1815

The birthright of the new-born United States was its written Constitution. Its legacy was the leaders who would form and protect it. Focuses on Washington, Hamilton and Jefferson.

University of Missouri-Columbia, 1981
p-j-h/26m/C/12-1821

Age of Uncertainty, The: Democracy, Leadership and Commitment

John Kenneth Galbraith compares American democracy to the constitutions of Switzerland, France, and Britain. The philosophies of Franklin D. Roosevelt, Nehru, Giscard d'Estaing, Adlai Stevenson and David Lloyd George intermingle with Galbraith's.

Pennsylvania State University, 1976
h-c-a/57 min./C/60201

American Government: Background to the Constitutional Convention

The problems of a weak national government under the Articles of Confederation led to the development of the U.S. Constitution.

University of Illinois, 1963
j-h-c-a/39 min./b&w/80960

American Rock: The Preamble and I'm Just a Bill

This film uses popular music and animation to promote the idea of the Constitution and how a bill becomes law.

University of Wisconsin, 1974
i-j-h-c-a/6 min./C/0786

American's Foundations of Liberty

Creates an understanding of the concept of "liberty" and the important role it played in the founding and development of the United States. Examines the Bill of Rights, the Constitution, the Articles of Confederation, and the three branches of federal government and related "checks and balances." Discusses various places, documents and symbols which are part of U.S. history, such as: the Liberty Bell, the Declaration of Independence, the Minutemen, Lexington and the Boston Tea Party. Second edition. Americana series.

Kent State, 1976
i-j-h-a/15 min./C/BC4063

America: Inventing a Nation

After the successful War for Independence, fifty-two prominent citizens met in Philadelphia in 1787, to devise the Constitution and to determine the balance of power between the federal government and the states. Described are the debates involving Hamilton, Mason and Madison. Looks at the role of the Supreme Court as it became the interpreter of the Constitution. Describes the adoption of the first ten amendments as the Bill of Rights. Mounted on two reels.

Kent State, 1972
i-j-h-c-a/52 min./C/CC3658

The Bill of Rights: Foundation of Our Liberties

Part I traces historical circumstances from which the document arose and examines its guarantees. Each amendment is considered in detail, giving students an opportunity to consider the inherent flexibility which allows the Bill of Rights to be adapted as the needs of the nation change. Discussion breaks invite students to apply principles discussed to specific cases.

Part II examines the federal enforcement of the Bill of Rights. It explains Civil War Amendments protecting blacks and empowering Congress to enforce its provisions in the states, and now this change still affects us today. Finally, it reviews a more recent Supreme Court decision involving local vs. regional rights.

Guidance Associates
j-s/2 parts, Teacher's Guide, Library Kit
Sound Filmstrips/#06139-820

[The] Bill of Rights Revisited

Look at the Constitution and the Bill of Rights by comparing original intentions with today's interpretation and application.

(Cassette tape) Minnesota Citizens.

Concepts in American Government

The series shows how and why our present system evolved by tracing its historical roots to biblical times, classical antiquity, and British common law. The importance of checks and balances, the doctrine of separation of powers, and the three branches of government are analyzed. Representative government, its advantages and disadvantages, is debated, and the Bill of Rights is treated in depth. Finally, the Constitution is portrayed as a "living" document subject to interpretation and change. A teaching guide with a synopsis of each filmstrip unit, learning objectives, vocabulary, discussion questions, and bibliographies is included.

Random House
j-h/filmstrip titles: A Government of Law 537-2134/The Federal System 537-21342-2/Checks and Balances 537-21343-0/ Representative Government 537-21344-9/A Bill of Rights 537-21345-7/A Living Constitution 537-21346-5

Constitution of the United States (2nd edition)
This dramatized look at the Constitutional Convention, as seen through the eyes of James Madison, shows how the delegates resolved the major issues confronting the states as they struggled to maintain their individual sovereignty in the face of the need to create a strong national government.
University of Wisconsin, 1982
j-h/19m/C/10020

Constitution, The: The Compromise that Made a Nation
Dramatic reenactments illustrate the debate over representation of large and small states in the Congress.
Guidance Associates
Pennsylvania State/Michigan Media/Learning Corporation Service
j-h-c-a/27 min./C/33318/6256-F/74-730466

Constitution, The: Foundation of Our Government
Reviews historical facts surrounding the birth of the Constitution and examines the seven constitutional articles and outlines the principles of republicanism, federalism, separation of powers and checks and balances.
Guidance Associates
h-c-a/three sound color filmstrips or filmstrips on video/C/6140-820

The Constitution: A Framework to Govern the Nation
High school students question Washington lawyer and law professor Edward Bruce about the importance of the Constitution in the 1980s. The program covers such topics as the balanced budget initiative, the War Powers Act, the contradiction between a voting age of 18 and a drinking age of 21, territories like Puerto Rico and Washington, D.C. where citizens have no voting representation in government, the Equal Rights Amendment, and the power of judicial review. Originally produced for telecast over C-SPAN.
Close Up Foundation
Zenger Video
j-s/28 min./C/CU1-6B-VC6 (BETA)/CU106V-VC6 (VHS)

The Constitution-A Living Document
This six-part filmstrip explores the dynamic nature of the Constitution and encourages students to comment on interpretations of its meaning. The program examines the continual shaping, reshaping and modifications of the document under the stresses of economic changes, wars, civil-rights restrictions, the awakening human conscience, and the constantly changing needs of the nation. Students will see how the Constitution was formed, how it has worked, how it is used today, and why, after 200 years, it is still considered to be an exemplary codification of rule by law.
Guidance Associates
j-s/6 parts, Teacher' Guide, Library Kit
Sound Filmstrips/07968-820

Constitution--Organizing a Nation (1787)

Surveys many of the issues debated at the Philadelphia Constitutional Convention: representative government, the chief executive's powers, the Congress, the Supreme Court, and the Bill of Rights. Produced by NBC.

Pennsylvania State, 1966
p-i-j-h/24m/b&w/30819

Constitution: One Nation, Part 1

Dramatizes the creation of the Constitution in 1787.

Indiana University, 1966
h-c-a/30 min./b&w/CS-2001

Constitution: One Nation, Part 2

Depicts the ratification of the Constitution and George Washington's election to the presidency.

Indiana University, 1966
h-c-a/30 min./b&w/CS-2002

Constitutional Crises and Confrontations

Comprehensive multimedia kit, including four extra-length sound filmstrips and additional printed and audio materials. Thirteen chapters describe crucial constitutional crises, such as Aaron Burr's treason trial; the Watergate tapes; Andrew Jackson and the Bank of the United States; Truman's dismissal of MacArthur; Andrew Johnson's impeachment; the Sacco and Vanzetti case; the Alien and Sedition Acts; the Dred Scott case; and the Pentagon Papers. Comes with comprehensive teacher's guide

Random House
h-a/filmstrip titles Crises of the Courts/537-42221-8/Crises of the Presidency 537-42222-6/Crises of Civil Liberties 537-42223-4/Crises of National Unity 537-42224-2

Constitutional Law in Action

This media program explores the meaning, limitations, and scope of the provisions in our Bill of Rights by presenting four actual Supreme Court cases of particular interest to young people, this inquiry-oriented program involves students directly in the decision-making process.

Random House
Filmstrip titles: Search and Seizure 537-42416-4/Due Process 537-42417-2/Right to Counsel 527-42418-0/State Action 537-42419-9
Complete program: Four color sound filmstrips/ teacher's guide/ 537-41085-6 w/cassettes only/individual filmstrip w/sound.

Continental Congress 1976

Ben Franklin and Tom Jefferson (played by Burgess Meredith and Lloyd Bridges) come back to Independence Hall to discuss the need for a new Constitutional Convention. They discuss the problems surrounding the formulation of the original Constitution and the necessity, if any, of rewriting parts of it. Interspersed with their observations are interviews with contempory politicians.

Some of the issues mentioned are the election of the President, wiretapping and bugging by the government and environmental policies.

Kent State, 1972
h-c-a/39 min./C/CC2877

Freedom: Then, Now, and Tomorrow

Provides the founding fathers' thoughts on freedom during the struggle that led to the revolution of the thirteen colonies and culminated in the writing of the Constitution.

Pennsylvania State, 1976
h-c-a/23m/C/32133

Freedom: Then, Now, and Tomorrow

Documents the historical role of freedom in the United States, its place in the quest for human dignity, and the effect of free choice on the nation's environment, economy, and social structure. Twentieth centuries issues regarding freedom of expression are also explored. (Available only on videocassette.)

Pennsylvania State, 1976
h-c-a/55m/C/MVCS-0228

Highlights of the Virginia Court Days Forums.

A series of 20 programs of excerpts from community events sponsored by the University of Virginia's Institute of Government at historic courthouses throughout Virginia. Each event featured a different constitutional issue. Twelve programs with background articles currently available.

Virginia Commission on the Bicentennial of the U.S. Constitution, 1985-86.
h-c-a/60m/C

Justice, Liberty and Law

An introduction to one of the profound conflicts of a free society: how a government enforces order while providing justice and a guarantee of freedom to the individual. Sets the Bill of Rights in historical perspective.

University of Missouri-Columbia, 1968
h-a/18m/C/08-1951

Law in American History

Computer diskette with a collection of seven tutorials, exercises and simulations developed by a social studies specialist. The mock trials included cover vigilantes in the Old West and sex discrimination in contemporary courts. Other exercises cover religion freedom in the 1600's, intolerable Acts in colonial America, the Bill of Rights, equal education for minorities, and constitutional rights in school. Consists of one diskette and teachers guide, available for Apple or TRS-80 III and IV microcomputers.

Minnesota Citizens

Living Constitution, The

Covers the ratification of the Constitution, the inauguaration of George Washington as president in 1789 and the adoption of the Bill of Rights.

University of Wisconsin, American History--Birth of a Nation Series, 1967
i-j/17 min./C/07097

Nation in Crisis

Covers the events leading to the Constitutional Convention.

University of Wisconsin, American History--Birth of a Nation Series, 1967
p-j-h/17 min./C/07096

Our Constitutional Rights: Landmark Supreme Court Decisions

Series examines six major Supreme Court cases and how they relate to the basic rights of all American citizens--Freedom of Speech, Freedom of the Press, due process of law, equal opportunity, the right to own property, and various aspects of juvenile justice.

Random House/Minnesota Citizens
j-h/Filmstrip titles: Freedom of Speech: The Watts Case
537-21347-3/Freedom of the Press: The Pentagon Papers Case
537-21348-1/Due Process of Law: The Miranda Case
537-21349-X/Equal Opportunity: The DeFunis Case

537-21350-3/Juvenile Justice: The Gault Case
537-21352-1/Property Rights: The Mineral King Valley Case
537-21352-X
Complete program: Six color sound filmstrips/teacher's guide/537-20154-8 w/cassettes only/Individual filmstrip w/sound.

The Bill of Rights Revisited

Look at the Constitution and the Bill of Rights by comparing original intentions with today's interpretation and application.

(Cassette tape) Minnesota Citizens.

To Form A More Perfect Union

The discussions surrounding the adoption of a final Constitution, which was dependent upon support from Samuel Adams and Governor John Hancock are dramatized. Adams desires a strong state government system, while Hancock pursues a middle-of-the-road course of political gain. After much discussion and compromise, several amendments are incorporated which cause the Constitution to win the support of both men. When Massachusetts has completed ratification, other key states join in forming a more perfect union. Decades of Decision: The American Revolution Series.

Kent State, 1975
h-c-a/30 min./C/CC3099

To Preserve the Constitution

In a fictional constitutional crisis without precedent, a president and a general meet in a head-on clash. President Lyman favors signing a disarmament treaty. General Scott, who opposes

the treaty, attempts a military takeover of the government. The plot is defeated and the American Constitution remains intact. Stars Burt Lancaster, Kirk Douglas, Fredric March. Film extract from Seven Days in May.
Kent State University, 1978
j-h/26 min./b&w

The U.S. Constitution Confronts the Test of Time
The framers of the Constitution and the Bill of Rights could not foresee the stresses of a modern, increasingly inter-dependent society. Is the Constitution still fully "relevant" and "responsive" to changing needs? Questions whether the rights of society or those of the individual should be given precedence, and assesses the impact of the Constitution.
Current Affairs
s/color-sound filmstrip with discussion guide/484

We The People
Examines the principles behind the constitutional form of government and explains how it works. Looks at the concept of checks and balances, methods of representation, the division of responsibility among the executive, legislative and judicial branches of government, and studies the duties and responsibilities of various federal departments, agencies, and committees. The Screen News Digest series.
Kent State, 1968
h-c/19 min./C/BC423

THEME 2
GOVERNING A NATION

Abraham Lincoln: A New Birth of Freedom
This film covers the life of Abraham Lincoln from his birth in 1809 to his violent death 56 years later. Lincoln's election, his speech at Gettysburg and the Emancipation Proclamantion are covered along with historic photographs of sites that figured in Lincoln's life. Narrated by Barry Sullivan.
Kent State University, Americana Series, 1977
General/30 min./b&w

Act of Congress, An
Documents debates on the floor of the House of Representatives and takes us behind the scenes into the inner workings of government as it shows how a controversial bill, H.R. 6161, the Clean Air Amendment, becomes a law. It reveals the activities of lobbyists and elected officials caught up in conflicts between environmentalists and automotive interests which must finally be resolved into a law representative of American public opinion.
Michigan Media, 1979
h-c-a/58 min./C/2640-F

American Government: Presidential Control of Administration

Examines the powers and limitations placed upon the chief executive.

University of Illinois
h-c/30 min./b&w/80968

American Government: The President and Congress--Rivals or Partners

Looks at the relations between the branches.

University of Illinois
h-c/30 min./b&w/80967

Congress Today

Filmstrip explains the relationship between Congress and the White House while exploring the 99th Congress' structure, function and powers.

Knowledge Unlimited, 1984
p-j-h-c-a/b&w/filmstrip:3018/cassette #5077

Congress and the Bureaucracy and Congress and the Courts

Two films looking at the relationship of Congress with other institutions of government. ["Congress: We The People" series.]

University of Missouri-Columbia, 1984
h-a/60m/C/36-9144

Congress and the President and the Power to Impeach

Examines the conflicts and need for cooperation between Congress and the President. ["Congress: We The People" series.]

University of Missouri-Columbia, 1984
h-a/60m/C/36-9143

The Constitution: That Delicate Balance: 1--Executive Privilege and the Presidency: The President v. the Congress

Scholars, public officials and reporters are presented with a hypothetical case in which a president seeks appointment of individuals whose views conflict with congressional intentions for their agencies. Presents conflict between presidency and Congress. Produced by Media and Society Seminars, a program of the Columbia University Graduate School of Journalism, in association with WTTW, Chicago, and WNET, New York. Closed-captioned for the hearing-impaired.

Pennsylvania State, 1984
h/c-a/56m/C/MVCS-1594

The Constitution: That Delicate Balance: 13--Federalism: The National Government v. the States

Presents hypothetical case involving federal-state relations. Produced by Media and Society Seminars, a program of the Columbia University Graduate School of Journalism. Close-captioned for the hearing-impaired.

Pennsylvania State/University of Missouri-Columbia, 1984
h-c-a/56m/C/MVCS-1606/36-9163/3/4" U-Matic (MVCS-1606) or 1/2" VHS (MVCV-1619).

The Constitution: That Delicate Balance: 3--Presidential Elections, Presidential Succession

Explores the role of political parties in nominating a president, the flexibility of the Electoral Congress when no candidate is clearly electable, and the governmental mechanisms set into motion when a president becomes disabled. Produced by Media and Society Seminars. 3/4" U-Matic (MVCS-1956) or 1/2" VHS (MVCV-1609).

University of Missouri-Columbia/Pennsylvania State, 1984
h-c-a/56m/C/36-9153 MVCS-1596

The Constitution: The Delicate Balance: 2--War Powers: The President and the Congress

Hypothetical case involving the War Powers Act explores whether the Constitution has relevance in the implementation of foreign policy. Produced by Media and Society Seminars. Closed-captioned for the hearing-impaired. 3/4" U-Matic (MVCS-1595) or 1/2" VHS (MVCV-1608).

University of Missouri-Columbia/Pennsylvania State, 1984
h-c-a/56m/C36-91521 MVCS-1595.

Crisis of the Presidency

Filmstrip examines the key events that led to the resignation of President Nixon and the rise of Gerald Ford to leadership, including the major constitutional issues involving Congress, the President, and the courts during the Watergate affair.

Knowledge Unlimited
j-a/filmstrip/b&w/#3178

Equal Justice Under Law: Gibbons vs. Ogden

The states' power to regulate commerce came under fire in this famous case when Chief Justice Marshall ruled that federal commerce regulations have precedence over state commerce laws.

Michigan Media/Learning Resources Services, 1977
h-c-a/36 min./C/7324-F/8-0119

Equal Justice Under Law: McCulloch vs. Maryland

Federal sovereignty was upheld when the Supreme Court denied the state of Maryland the power to tax a federally chartered bank.

Michigan Media/Learning Resources Service, 1977
h-c-a/36 min./C/90237/2635-F/8-0121

Essay on Watergate

The taped testimonies of Mitchell, Ehrlichman, Magruder and other Senate witnesses are reviewed in an attempt to help the student understand how the Watergate scandal occurred.

University of Illinois, 1973
h-c/59 min./C/70123

George Washington and the Whiskey Rebellion: Testing the Constitution

Dramatization depicting Washington's efforts to defend the principles of the Constitution by enforcing the whiskey tax.

University of Wisconsin/University of Missouri-Columbia/Learning Corporation, 1975
j-h/27 min./C/00767/12-0441/74-703467

Government As It Is: The Executive Branch

Traces the development of the executive branch from its vague definition in Article II of the Constitution through the forms it has taken in response to specific national crises and personalities in the office.

University of Illinois/Pyramid, 1980
h-c-a/26 min./C/84756/@

McCulloch v. Maryland

Federal sovereignty was upheld when the Supreme Court denied the state of Maryland the power to tax a federally chartered bank.

University of Missouri-Columbia, 1977
h-a/36m/C/12-1691

The Power of the Purse and An Assessment of Congress

"The Power of the Purse" focuses on Congress' power to appropriate funds and authorize spending, showing how Congress has exercised its power over the federal budget, before and after the 1974 Budget Act. A panel discussion with congressional scholars and journalists is the format of "An Assessment of Congress" which assesses how well Congress achieves the dual--and often conflicting--objectives of representing the people and making the laws of the United States. ["Congress: We The People" series.]

University of Missouri-Columbia, 1984
h-a/60m/C/36-9146

Truman and the Uses of Power

Examines Truman's handling of domestic issues such as the post-war recession, the coal miners' strike, and McCarthyism.

Learning Corporation of America, 1969
j-h-c-a/18 min./b&w/72-703292

United States Congress, of, by and for the People

The development of the U.S. congressional system is surveyed from early times to the present.

Encyclopedia Britannica
j-h-c/26 min./C/3158

What's Impeachment All About

A history of the Constitution with emphasis on impeachment. From the "Young People's" series produced by CBS News.

Carousel
j-h/15m/C/16mm or 3/4" U Matic

THEME 3
JUDICIAL POWER

Affirmative Action versus Reverse Discrimination

Is affirmative action a fair and practical means of addressing the problem of inequality? Do so-called affirmative action programs redress past discriminatory practices or do they create

their own form of reverse discrimination? Are quotas allowable under our Constitutional framework? These difficult questions are among the topics discussed in this lively one-hour panel discussion. The panel includes: former Secretary of Health, Education and Welfare Joseph A. Califano, Jr., Boston Globe Syndicated columnist Ellen Goodman, former Secretary of Education Shirley M. Hufstedler, The Public Interest Editor Irving Kristol, The MacNeil-Lehrer News Hour Associate Editor Jim Lehrer and New York Times Columnist Anthony Lewis.
Films Incorporated, 1985
c-a/60 min./C/3/4" or 1/2"

Contitutional Issues and Liability

Details, through a variety of scenarios, the constitutional rights of students, teachers, and administrators, as decided by the Supreme Court. Issues discussed include search and seizure, due process, censorship, corporal punishment, and other key issues.[Management Of School Disruption And Violence Series.]
University of Missouri-Columbia, 1984
a/18m/C/36-9075

Equal Justice Under Law: Marbury vs. Madison

Historical reenactment of the 1803 case that established the Supreme Court's power to review legislation as to its constitutionality.
Michigan Media/Learning Resources Services, 1977
h-c-a/36 min./C/7498-F/8-0120

Equal Justice Under Law: United States vs. Aaron Burr

Reenactiment of Burr's trial for treason.
Michigan Media/Learning Resources Service, 1977
h-c-a/75 min./C/3370-F/10-0786

Government As It Is: The Judicial Branch

Reviews the constitutional foundations of the judicial branch, and the major cases that have defined its functions.
University of Illinois/Pyramid, 1980
h-c-a/26 min./C/84757/@

Government and You: The Federal Courts

Surveys the workings of the federal courts. A discussion guide is included.
Encyclopedia Britannica, 1976
j-h/15 min./Five sound filmstrips/C/6921K

John Marshall

This NBC presentation examines Marshall's interpretation of the Constitution in the Aaron Burr trial and the social and political pressure he faced.
Pennsylvania State, 1965
h-c-a/50 min./b&w/50064

Mr. Justice Douglas

Eric Sevareid interviews the late Supreme Court Justice William O. Douglas concerning his personal life and public career.
Michigan Media/University of Texas, 1978
j-h-c-a/55 min./C/376-F/00-9300

Six Sound Filmstrips

This series examines major Supreme Court cases and how they relate to the basic rights of all Americans. Historical background is provided along with clarification of the fundamental issues decided by each case and the effects of the Court's decisions.

1. "Freedom of Speech: The Watts Case"
2. "Freedom of the Press: The Pentagon Papers Case"
3. "Due Process of Law: The Miranda Case"
4. "Equal Opportunity: The De Funis Case"
5. "Juvenila Justice: The Gault Case"
6. "Property Rights: The Mindral King Valley Case"

Minnesota Citizens
6 filmstrips, 6 cassettes

Storm Over the Supreme Court: Part I

The development of the Court as an integral part of American government is traced from 1790 to 1932, portraying the most significant decisions and the role of the men involved.
Carousel/Michigan Media
j-h-c-a/21 min./b&w/@/2602-F/16mm or 3/4" UMatic

Storm Over the Supreme Court: Part II

FDR's attempt to pack the court and the philosophies of Justices Felix Frankfurter and Hugo Black are a few of the issues analyzed in this study of the 1933 to 1963 era.
Carousel/Michigan Media
j-h-c-a/32 min./b&w/1/2244F/16mm or 3/4" UMatic

Supreme Court

A behind-the-scenes tour of the Supreme Court building which follows the steps taken by a case filed with the Court. Includes rare interviews with the Supreme Court Justices.
American Bar Association, Young Lawyers Division
j-h-c-a/30 min./C/16mm 31755/VC 31756

[The] Supreme Court: Behind Closed Doors

Few public institutions have enjoyed the respect accorded the Supreme Court, yet been so closed to public scrutiny. Recently, the Court has come under criticism. Takes a close look at the Court and its critics and examines anew its role as arbiter of the social process.
Current Affairs
h/color sound filmstrip with cassette and discussion guide/779

Supreme Court, The

Filmstrip examines the history, functions and constitutional authority of our nation's highest court.

Knowledge Unlimited
i-j-h-c-a/b&w filmstrip/2923

United States Supreme Court: Guardian of the Constitution

Surveys the history and landmark cases of the Supreme Court since its beginning in 1789.

University of Wisconsin/Michigan Media/Encyclopedia Britannica, 1973
j-h-c-a/29 min./C/08353/3132-F/3193

Warren Years, The: The Great Decisions

Former Supreme Court Justice Arthur Goldberg and former Attorney General Ramsey Clark analyze school desegregation, civil rights, reapportionment and criminal procedure rulings.

Pennsylvania State, 1969
h-c-a/24 min./b&w/21202

THEME 4
FREE EXPRESSION & THE POLITICAL PROCESS

American Viewpoints

Twelve one minute commentaries that deal with historical and contemporary issues of political, religious and social censorship.

American Television & Communications Corp., 1985
h-c-a/12m/C

Bill of Rights in Action, The: Freedom of Speech

Examines, through dramatization, a case involving a neo-Nazi speaker in front of a Jewish synagogue in a neighborhood of Holocaust survivors. Viewers are left to produce a verdict.

University of Texas, 1982
i-j-h-c-a/18 min./C/8271

Congress and the Media and Congress and the Establishment

"Congress and the Media" is about how congressmen try to structure their coverage by their local press and television stations, how national media treatment of Congress is more detached and critical, and how Congress responds to the issues of regulating and funding the media. "Congress and the Establishment" focuses on the ethical gulf between serving one's district and serving oneself. ["Congress: We The People" series]

University of Missouri-Columbia, 1984
h-a/60m/C/36-9145

The Constitution: That Delicate Balance: 7--Campaign Spending: Money and Media

Looks at recent attempts to reform campaign financing and the increasing importance of the media in national elections.

Produced by Media and Society Seminars. Closed-captioned for the hearing-impaired.

Pennsylvania State/University of Missouri-Columbia, 1984
h-c-a/56m/C/MVCS-1600/36-9157
3/4" U-Matic (MVCS-1600) or 1/2" VHS (MVCV-1613).

The Constitution: That Delicate Balance: 8--National Security and Freedom of the Press

Explores the federal government's ability to conduct foreign policy within a constitutional framework that demands a free, unfettered press. Produced by Media and Sooiety Seminars.

Pennsylvania State/University of Missouri-Columbia, 1984
h-c-a/56m/C/MVCS-1601/36-9158
3/4" U-Matic (MVCS-1601) or 1/2" VHS (MVCV-1614).

Freedom to Speak--People of New York v. Irving Feiner

Based on the case of Feiner v. New York (1951), this study concentrates on the permissible regulation of speech.

Pennsylvania State/University of Texas, 1967
j-h-c-a/23m/b&w/20864/8227

Free Speech and Press

Probes the important issues of free speech and examines our need for the First Amendment.

Guidance Associates
1 part, Teacher's Guide, Library Kit, Student Activity Books, Ditto Masters/Sound Filmstrip/07343-820

Free Speech for Whom?

A 60 Minutes segment on the controversy surrounding Dr. William Shockley, who had trouble finding a platform for his theory about race that says blacks are genetically inferior to whites. Is his topic worthy of a public hearing? Should any and all opinions be given equal time? Is free speech really for everyone? Who decides who should be heard?

Michigan Media, 1975
h-c-a/15 min./C/5237F

Great American Trials

Six filmstrips depicting dramatic trials, from the Salem Witch Trials of 1692 to the 1968 trial of the Chicago Seven. Frequent similarities among the six trial cases point up the recurring, dynamic tension between the authority of the law and the immense popular pressure that has driven our legal system to change.

Random House
j-h/Filmstrip titles: The Salem Witch Trials, 537-52792-3/Peter Zenger, 537-52793-1/The Scopes Trial, 537-52794-X/Sacco and Vanzetti, 537-52795-8/The Case of Alger Hiss, 537-52796-6/The Chicago Seven, 537-52797-4
Complete program: Six color sound filmstrips/teacher's guide/537-60142-2 w/cassettes only/Individual filmstrip w/sound

Intelligence Network

Documentary exposing an extensive intelligence-sharing network of 100 agencies at the local, state, federal and international level, including the FBI, the CIA, local and state police and private organizations. Personal experiences are intervowen with expert accounts revealing the deliberate violations of political rights from the CIA's disruption of political activity around the world, to surveillance harassment of domestic change advocates by intelligence units of local police departments.
Michigan Media, 1978
h-c-a/35 min./C/2943-F

It's Just That Simple

During the late 70's a neo-Nazi group threatened to demonstrate in Skokie, a largely Jewish Chicago suburb. The demonstration was cancelled but thousands of people turned out to air their views and their anger at other Nazi rallies in June and July of 1978. The film raises the issues of racism, fascism, Hitler's holocaust, constitutional rights and the American Dream. Includes statements by a Nazi leader and by a lawyer from the American Civil Liberties Union.
Michigan Media, 1979
h-c-a/25m/C/728-F

John Peter Zenger Trial [The]

Before the thirteen English colonies became the United States, John Peter Zenger, a New York newspaper publisher, printed articles criticizing the royal governor. In 1735, Zenger was brought to trial for seditious libel. This trial not only set the precedent of freedom of the press in America, but also caused the first step to be taken to adjust existing British laws to fit the new circumstances and characteristics of American life.
Current Affairs
s/Color-sound filmstrip with 2 cassettes and discussion guide/584

Justice, Liberty & Law

Presents three contemporary episodes to illustrate these First Amendment freedoms: censorship of a high school newspaper, juvenile rights; and police power versus individual freedom.
University of Texas/Pennsylvania State/Minnesota Citizens, 1974 j-h/19 min./C/8465/20897/@

Mass Media: Power and Responsibility

Examines the media's rapid evolution, the validity of the public's right to know and some of the fundamental issues of press freedom and responsibility.
Current Affairs, 1980
h/filmstrip/C/423

The Press and the White House: Freedom From Information?

Discusses the White House's attempt to control the flow and content of news.
PBS Video, 1985
c-a/29m/C/INST-206

The Price of Free Speech/Rx for News, One Million Toenails

Part I focuses on a court order which forced the Alexandria (VA) Port Packet to pay $150,000 in damages to a couple whose son's accidental death was mentioned in a story about child abuse. The second part looks at a consultant who is called in by ailing newspaper publishers when they need to attract new readers. The program ends with a visit to San Antonio, Texas, where three newspapers are engaged in an intense battle for readers.

PBS Video, 1955
c-a/29m/C/INST-313

Privacy: The Press at Your Door

Analyzes invasion of privacy by the press.

PBS Video, 1985
c-a/29m/C/INST-104

Right to Know, The

Examines the hazards of an uninformed citizenry to freedom of expression. Basic democratic principles are reviewed in light of local and national contemporary events.

University of Wisconsin, 1973
h-c-a/18 min./C/09248

Right to Know, The

Studs Terkel narrates this informal study of the problems and implications of classified information. Short, pointed, comical dramatizations clearly make serious points. Abuses of privilege and power, the use of language skills deliberately to mislead, news "management" and intimidation of the press are covered.

Michigan Media, 1975
j-h/17 min./C/4205-F

Rights, Wrongs and the First Amendment

Discusses the history of freedom of speech, press and assembly. Vital questions on the interpretation and application of the First Amendment are posed, leaving the viewer to answer them.

University of Wisconsin, 1975
h-c-a/28 min./C/00652

Speech and Protest

Two sequences show an instructor's teaching methods and his students' discussion of the U.S. power and rights abroad, and a third sequence views students picketing a chemical plant.

University of Texas/Michigan Media,
j-h-c-a/22m/C/C-8464/6440-F

Survellance: Who's Watching?

Documents an investigation of political surveillance and harassment of individuals with a major focus on activities of the Chicago Police Department's "Red Squad." Produced by WNET.

Pennsylvania State, 1973
h-c-a/60m/b&w/60159

Today's Constitution & You.

Videocassette featuring John Peter Zenger as a student journalist in a mock trial. The trial examines a hypothetical scenario about student Peter Zenger who ignored a ban on his article implicating the school football team in a cheating scam. The scenario allows audiences to examine the First Amendment without "bad guys" on either side of an important issue.

Today's Constitution & You, Metrocenter YMCA, 1985
h-c-a/20m/C/@

War at Home, The

Chronicles the other war of the 1960's--the war that students and other anti-war dissidents waged on America's political system, military and notions of partriotism. Uses news footage which tracks the protesters from the earliest demonstrations at the University of Wisconsin, the scene of some of the most active anti-war protests of the Vietnam era, to the signing of the Paris Peace Agreement in 1973. Through interviews the film lets average Americans--college students, mothers, businessmen and veterans--tell how they banded together to bring the war home and to an end. Includes television news footage of Presidents Johnson and Nixon and Army and Air Force films of the American bombings of Vietnam. Award winning film by Barry Alexander Brown and Glenn Silber.

Michigan Media, 1979
c-a/100 min./C/2018-F

Whose News Is It?

Focuses on President Reagan's press blackout in Grenada and the implications of restricting press coverage.

PBS Video, 1985
c-a/29m/C/INST-401

Your Freedom and the First Amendment

Chronicles the spiritual and philosophical ideas that led to the American Revolution and includes a thorough exploration of fundamental American rights. Specific examples of First Amendment test cases--from John Peter Zenger to Watergate--illustrate the evolution of First Amendment applications.

Random House

j-h-a/Filmstrip titles: A History of Freedom, 537-52024-4/Freedom of the Press, 537-52025-2/Freedom of Assembly, 537-52026-0/Freedom of Speech, 537-52027-9/Freedom of Religion, 537-52028-7/The Continuing Struggle for Freedom, 537-52029-5

Complete program: Six color sound filmstrips/teacher's guide/537-51005-2 w/cassettes only/Individual filmstrip w/sound

THEME 5
EXPRESSION & FREEDOM OF CONSCIENCE

American Government: Bill of Rights--The Method of Freedom

Discusses how the First Amendment guarantees of freedom of thought and expression are part of the historic traditions of western civilization and have, by the release of creative energies, been a key to progress.

University of Illinois
h-c/30 min./b&w/80977

A Question of Balance

Weighs the guarantee of freedom of the press in the First Amendment with the Sixth Amendment's assurance of a fair trial. Produced in cooperation with the American Bar Association and the American Newspaper Publishers Association.

American Bar Association, 1984/Discussion guide also available.
h-c-a/27m/C/16mm print/3/4" videocassette/1/2" VHS, 1/2" Beta

Big Name...Fair Game?

Does the public's right to know infringe upon the rights of public figures as private citizens? Feminist Ginny Foat relates how she was tried by the press before she was acquitted by a court of law. Former U.S. Senator Paul Tsongas, a cancer victim, describes his dealings with the press before his announcement to retire. Actor Robert Redford charges that the press tends to create, not report, the news. In response, Washington Post editor Robert Woodward emphasizes the necessity of an alert and diligent press.

PBS video, 1985
c-a/29m/C/INST-413

Bill of Rights in Action, The: Freedom of the Press

The First Amendment to the Constitution states that Congress shall make no law abridging freedom of the press. Does this mean that reporters can plead a special privilege not to answer questions before a Grand Jury? This film, built around an actual case, leaves the decision to the viewer.

University of Texas, 1973
j-h-c-a/23 min./C/C9135

Bill of Rights in Action: Freedom of Religion

Shows real lawyers arguing the constitutional issues involved in a transfusion case. The life of a woman and her unborn child can be saved by the blood; but the couple object vehemently that the transfusion would prevent eternal life.

University of Texas, 1969
i-j-h-c-a/20m/C/C-9116

Books Under Fire

Looks at book censorship in public schools by examining such issues as language, secular humanism, communism, and moral standards. Special attention is given to the Woodlane, Maine school's use of the book, 365 Days, by Ronald Glasser, to the work of Mel and Norma Gabler, and to a Texas Education Agency textbook selection hearing. Views are presented by students, parents, school board members, religious leaders, educators, and publishers. Selected objectionable words and phrases are read from various textbooks, novels, and dictionaries. Mounted on two reels.

Kent State, 1983
c-a/55 min./C/CC4312

Censorship or Selection: Choosing Books for Public Schools

Videotape covers 1) the selection of required school classroom texts, 2) the selection and possible removal of school library materials, and 3) the inclusion of "scientific creationism" in the public schools. Discussion guide included.

Media and Society Seminars.

The Constitution: That Delicate Balance: 9--School Prayer, Gun Control, and the Right to Assemble

Posits a hypothetical small town beset by First and Second Amendment controversies. Produced by Media and Society Seminars. Closed-captioned for the hearing-imparied.

Pennsylvania State/University of Missouri-Columbia, 1984
h-c-a/56m/C/MVCS-1602/36-9159

Creation v. Evolution: Battle in the Classroom

Covers the debate over the inclusion of "creative science" in the development of human history.

First Freedom, The

The newsman is depicted against a legal historical background, using contemporary events to illustrate the operational significance of the First Amendment speech and press guarantee and to define the role of the newsman in his relationship to government.

Learning Resources Service
c/30 min./C/6-1504

First Amendment, The: Freedom of the Press

Chronicles the controversial applications of "freedom of the press" in American courts.

Prentice Hall
j-h/two filmstrips/C/XGC7740-cassettes

First Freedom: A Citizen's Film

Covers the historic role of the press in America.

University of Wisconsin, 1974
h-c-a/21 min./C/08364

The First Freedom

An essay on the First Amendment and freedom of expression, dealing primarily with the roots of the nation's liberties and constitutional heritage.

American Television & Communications Corp., 1985
h-c-a/14m/C

Free Press/Fair Trial

Examines the conflict that often arises between the constitutional right to a free press and the similarly guaranteed right to a fair trial.

Indiana University/Pennsylvania State, 1973/Encyclopedia Britannica
h-c-a/30m/b&w/CB2465, 16 (16mm); CB2465, VS (Video)/32106/2827

Freedom is Your Business

New film on First Amendment issues of free press, free expression, censorship and pornography. Produced by the Periodical & Book Association of America.

Penthouse, (to be available summer, 1986).

Freedom to Speak-People of New York v. Irving Feiner

Illustrates how the dynamics of the Bill of Rights permit flexibility in the American judicial system and safeguards for personal liberty by exploring the Feiner Case involving freedom of expression.

Encyclopedia Britannica
j-h-c/23 min./b&w/2717

Great American Trials

Six filmstrips show the dramatic effects that moral fervor, religious beliefs, political maneuvering, and popular sentiment can have on the delivery of justice.

Six dramatic trials are depicted, from the Salem Witch Trials of 1692 to the 1968 trial of the Chicago Seven. Frequent similarities among the six trial cases point up the recurring, dynamic tension between the authority of the law and the immense popular pressure that has driven our legal system to change.

Randan House/Minnesota Citizens
j-h/Filmstrip titles: The Salem Witch Trials, 537-52792-3/Peter Zenger, 537-52793-1/The Scopes Trial, 537-52794-X/Sacco and Vanzetti, 537-52795-8/The Case of Alger Hiss, 537-52796-6/The Chicago Seven, 537-52797-4
Complete program: Six color sound filmstrips/teacher's guide/537-50142-2 w/cassettes only/Individual filmstrip w/sound

Liberty Under Law: The Schempp Case--Bible Reading in the Public Schools

Dramatizes and illuminates events leading up to a Supreme Court decision on the constitutionality of a Pennsylvania law that required Bible reading and a recitation of the Lord's Prayer.

Michigan Media/Encyclopedia Britannica/Pennsylvania State
j-h-c/35m/b&w/4068-F/2858/31118

Mightier Than the Sword: Zenger and Freedom of the Press

A dramatization of the John Peter Zenger case of 1735.
Pennsylvania State, 1953
j-h-c-a/23m/b&w/20895

Paper Prison: Your Government Records

Explores the use and abuse of government-collected information on citizens. (ABC TV; MacMillan)
University of Texas, 1974
c-a/56m/C/C-9455

Religion and Public Schools

Introduces the topics of school prayer and the doctrines of evolution and crationism to prod students into considering what place, if any, religion has in our public schools.
Random House
h-a/537-52789-3

Right to Believe, The

Two-part documentary shows students how early Americans won religious freedom.
ABC Wide World of Learning, 1975
i-j-h/60 min./C/16mm/

The Speaker: A Film About Freedom

Dramatic presentation of issues over whether to permit a speaker with distasteful views to speak at a school assembly.
Learning Resources Service/University of Missouri-Columbia/Office for Intellectual Freedom, 1977.
h-a/42m/C8-011/16-0069/Sale only @/rental only @

Supreme Court Speaks: Learning About Religion in Public Schools

Discusses the permissible parameters for studying religion in public schools.
University of Wisconsin, 1973
h-c-a/28 min./C/08351

The Trial of John Peter Zenger

Dramatizes the seditious libel trial of colonial publisher John Peter Zenger. Produced by the Missouri Press Bar Commission, in collaboration with the University of Missouri the Hearst Corporation, Missouri Bar Foundation and the Kansas City Star Company.
Missouri Press-Bar Commission, 1985
h-c-a/30m/C/1/2 or 3/4 inch/Order from: Missouri Press-Bar Commission, c/o The Missouri Bar Center, P.O. Box 119,Columbia, MO 65102

Your Freedom and the First Amendment

Chronicles the spiritual and philosophical ideas that led to the American Revolution, by exploring fundamental American rights. Specific examples of First Amendment test cases--from John Peter

Zenger to Watergate--illustrate the evolution of First Amendment applications.

Random House
j-h-a/Filmstrip titles: A History of Freedom, 537-52024-4/Freedom of the Press, 537-52025-2/Freedom of Assembly, 537-52026-0/Freedom of Speech, 537-52027-9/Freedom of Religion, 537-52028-7/The Continuing Struggle for Freedom, 537-52029-5
Complete Program: Six color sound filmstrips/teacher's guide/537-51005-2 w/cassettes only/Individual filmstrip w/sound

THEME 6
EQUALITY UNDER THE CONSTUTION

A Slave's Story: Running a Thousand Miles to Freedom

Based on a slave narrative by William and Ellen Craft, and eloquently introduced by their great-granddaughter, this dramatization of the Crafts' actual escape from slavery in 1848 follow their perilous journey from the Deep South to Philadelphia--where, on free soil, they were still to experience racial discrimination.

Learning Corp., 1975
j-h-c-a/29m/C/72-701477 Spanish version available, Captioned version available

A Woman on the Court: Sandra Day O'Connor

examines Justice O'Connor's background, why she was chosen, and why it took so long (191 years) before a woman was finally appointed to the highest court in the land.

Minnesota Citizens
(Filmstrip)

American Government: Equal Protection of the Law

Covers the use of equal protection as an antidiscrimination device.

University of Illinois
h-c/30 min./b&w/80919

American Parade: We the Women

Mary Tyler Moore narrates this analysis of the feminist movement in America.

University of Illinois, 1974
h-c-a/32 min./C/82988

American Woman: Portraits of Courage

Covers the contributions to American history of women.

University of Texas/University of Illinois, 1976
h-c-a/53m/C/C-9682/70183

American Woman: What Price Equality?

Reports on the drive against job and pay discrimination and full equality for women.
Current Affairs, 1980
h/filmstrip/C/358

Bill of Rights in Action, The: De Facto Segregation

Shows the division that developed in a community over the integration of a school system and a proposed school busing plan.
University of Texas, 1972
j-h-c-a/22 min./C/C-9136

Bill of Rights in Action: Equal Opportunity (Revised)

Dramatizes the complexity of a reverse discrimination labor relations problem: a Black worker is promoted over a white with seniority, in an attempt to rectify past discrimination.
University of Illinois/Learning Resource Service, 1982
i-a/22 min./C/53177/4-1869

Bill of Rights in Action, The: Women's Rights

Dramatizes a high school girl's fight to swim on the boys' team when state laws prohibits this.
Learning Resources Service, 1974
j-h-c/22 min./C/4-2369

Black Revolution: The Civil Right Movement--Part I

Focuses on the direction and leadership of the black civil rights movement, covering colonial times through the birth of the "modern" phase in the 1950's.
Knowledge Unlimited
i-j-h-c-a/b&w/filmstrip:2929/Cassette:5087

[The] "Black Revolution": The Civil Rights Movement--Part II

Highlights developments in the years since this struggle shifted its focus from the South to the urban ghettos of the North.
Knowledge Unlimited, @1986
i-j-h-c-a/C/filmstrip 5088/cassette 5089

Black World

The black American's struggle for equality is compared to the African's fight for freedom in this examination of black American rights.
Kent State University, 1968
h-c-a/53 min./b&w

Civil Rights Movement: Historic Roots

Traces the historical background of Blacks in the United States, and makes reference to the civil rights movement during the mid-1960's. Shows how Blacks were forced to leave their homeland to be sold as slaves, and relates the connection between the invention of the cotton gin and the proliferation of the slave trade. Shows the effect Uncle Tom's Cabin had on the abolitionist movement.
Michigan Media, 1967
h-c-a/16 min./B/5283-F

Civil Rights Movement: The North

Surveys some of the problems of discrimination against Blacks in the areas of employment and education in several North American cities through interviews with a number of leaders including Senator Edward Brooks, Billy Martin, Malcolm X, and Senator Robert Kennedy. Examines the purposes of the demonstration, the Black Muslim position, and problem areas in Chicago, Illinois, and Elizabeth, New Jersey. Treats subject matter in a documentary way.

Michigan Media, 1966
h-c-a/23m/B/4394-F

Civil Rights Movement: The Personal View

Gives a general overview of social conditions as they exist for Blacks and whites. Relates personal experiences of whites and Blacks to portray fear, hate, and suspicion. Reviews stereotypes which distort the image of the Black American.

Michigan Media 1966
h-c-a/25 min./B/1478-F

Civil Rights Movement: The South

Examines the forces that combined, after the Supreme Court's desegregation decision, to ignite the civil rights movement in the South. Clips are shown that illustrate representative moments in the history of the protest: Little Rock; the Montgomery, Ala., bus boycott; the lunch-counter sit-ins; and the 1963 Registration Day at the University of Alabama.

Michigan Media, 1966
h-c-a/28 min./B/3214-F

Civil War, The: Background Issues

Looks at forty years of compromise between the economies and way of life of the South and the North that came undone with the Civil War.

University of Texas/Learning Resource Service, 1963
j-h-c/16 min./C/7489/4-1436

Civil War: Postwar Period

Live-action photography and historical prints are combined to analyze the problems facing the nation in postwar years.

University of Wisconsin/University of Texas, 1964
j-h-c/16 min./C/05921/7709

Civil War: Promise of Reconstruction

Examines the experiment to teach business management to the newly-emancipated slaves, and its failure in a sea of profiteering.

Learning Corp., 1972
j-h-c-a/28m/C/72-701478 Spanish version available

Civil War: The Anguish of Emancipation

Historic dialogues, sequences of battles and comments by soldiers and businessmen reenact the dilemna created by the Emancipation Proclamation.

University of Wisconsin/Learning Resources Service/Learning Corporation, 1972
j-h-c-a/30 min./C/09117/6-1560/72-701479

[The] Color of Justice

Covers the major Supreme Court decisions which shaped the nation's racial attitudes.
AFL-CIO, 1970
a/26m/C

[The] Constitution: That Delicate Balance: 11--Immigration Reform

Covers criteria for admitting foreigners into the United States, legal aliens' rights to social services, employers' responsibilities in hiring undocumented persons, and the extent to which illegal aliens have rights. Produced by Media and Society Seminars. Closed-captioned for the hearing-impaired.
Pennsylvania State/University of Missouri-Columbia, 1984
h-c-a/56m/C/MVCS-1604/36-9161

[The] Constitution: That Delicate Balance: 12--Affirmative Action v. Reverse Discrimination

Examines accusations that affirmative action programs foster reverse discrimination. Produced by Media and Society Seminars. Closed-captioned for the hearing-impaired.
Pennsylvania State/University of Missouri-Columbia, 1984
h-c-a/57m/C/MVCS-1605/36-9162
3/4" U-Matic (MVCS-1605) or 1/2" VHS (MVCV-1618).

[The] Emerging Woman

Traces the long struggle of women to attain equal rights in education, employment, politics and in the courts.
Michigan Media/AFL-CIO, 1974
j-h-c-a/40m/C/7107-F

Crisis at Central High

An insider's view of a milestone in the struggle for racial equality. This moving dramatization shows the ferocious confrontation between parents, teachers, and students of Little Rock's Central High School in its first year of school desegregation. Joanne Woodward stars as Elizabeth Huckaby, the vice-principal from whose journals the story was drawn. Chronicling the effects of the conflict on both blacks and whites, the production depicts the mass demonstrations, the mobilization of the National Guard, and the bomb threats that marked that turbulent 1957-58 school year. Note: some racist language
Zenger Video
j-s/120 min./C/SV449B-VC6 (BETA)/SV449V-VC6 (VHS)

Dred Scott Case: Black Man in A White Court

Examines the infamous Supreme Court decision and its consequences.
Current Affairs, 1976
h/C/filmstrip/586

Education for All Children--The Challenge of the Eighties

Reflects upon traditional negative attitudes toward handicapped persons, reviews the legislative history which has brought about changes in those attitudes over the past twenty years, and examines the significance of landmark cases.

University of Missouri-Columbia, 1981
a/28m/C/12-0656

Emancipation Proclamation

Focuses on the the conflict between President Lincoln and General McClellan and the events leading to the Emancipation Proclamation.

University of Missouri-Columbia, 1974
h-c-a/30 min./C/12-0132

Equal Rights for Women

Dramatized episodes present various complaints women have lodged over sex discrimination.

University of Illinois, 1973
h-c-a/20 min./C/83120

Equality

Examines every facet of equality among the sexes, races, religions and economic factions.

University of Illinois/PBS Video, 1976 j-h-c-a/60
min./C/70322/EPTY-000

Equality In America

Examines social equality (personal worth and its assessment); legal equality (equal rights, its history and the role of the Supreme Court); and equal opportunity (its origins, reverse discrimination and court cases addressing this issue).

Minnesota Citizens
3 filmstrips, 3 cassettes, teacher's guide

Equality Under the Law: The Lost Generation of Prince Edward County

Examines the issues leading up to a school closing and the difficulties involved in enforcing a law that violates a community's traditional attitudes and mores.

University of Wisconsin/University of Missouri-Columbia/Michigan Media, 1968
j-h-c-a/25 min./C/00994/12-1185/6307-F

ERA: The War Between Women

Women on both sides of the ERA issue present their arguments, while now-judge Ruth Bader Ginsburg examines the legal aspects of the amendment. Commendation Award, American Women in Radio and Television. Produced by ABC News Close-up (documentary).

ABC, MT1/University of Illinois 1977
j-h-c-a/55 min./C/0102/70667

Free to Choose: Parts 1 and 2--Created Equal

Milton Friedman, in the fifth segment of the series, discusses his belief that "any society which puts equality ahead of freedom will end up with neither equality nor freedom."
Pennsylvania State, 1979
h-c-a/29m/C/33135
h-c-a/30m/C/33136

Free to Choose: Parts 1 and 2--What's Wrong with Our Schools?

Milton Friedman, in the sixth segment of the series, deals with three basic questions: "Just how bad is the public education system? Why are public schools in such a deplorable state? What's the solution?"
Pennsylvania State, 1979
h-c-a/28m/C/33137
h-c-a/30m/C/33138

Going Past Go: An Essay on Sexism

Defines sexism and how it affects men and women in all aspects of society.
PBS Video, 1977
c-a/59m/C/DOCS-108

Harriet Tubman and the Underground Railroad

Covers the Fugitive Slave Law and arguments of the time about slavery are presented. Produced by CBS News.
University of Wisconsin/Pennsylvania State, 1972
i-j-h-c-a/21 min./C/09457/50077 (54 min.)

How We Got the Vote

The saga of how women achieved the right to vote is retold as popular songs and taped voices of pioneers in the movement relate their personal stories.
Michigan Media/Pennsylvania State/Michigan Media, The American Document Series, 1975
h-c-a/53 min./C/7071-F/50367/7071-F

Job Discrimination: Doing Something About It...,Parts 1 and 2

Examines several cases of sex discrimination in employment, offering a step-by-step analysis of how to recognize, document, and combat such cases.
Pennsylvania State, 1977
h-c-a/59m/C/60254

Legacy of a Dream

A history of Dr. Martin Luther King's non-violent movement and its relevance to today. Summarizes the public life of Dr. King and delineates his central role in the civil rights campaigns. Narrated by James Earl Jones, the film shows the events that secured the vote for American Blacks and ultimately led to the death of a great leader. Award winning film by Richard Kaplan produced for the Martin Luther King Jr. Foundation.
Michigan Media, 1974
h-c-a/29 min./C/2224-F

Martin Luther King, Jr.: From Montgomery to Memphis

Martin Luther King's life as a civil rights leader is traced from his birth in Alabama to his death in 1968 in Memphis.

Pennsylvania State, 1969
j-h-c-a/27 min./b&w/31436

Men Under Siege: Life with the Modern Woman

Appraises changing sex roles in America and the impact this social revolution exerts on work, sexual relations, marriage, and family.

University of Missouri-Columbia, 1979
h-a/33m/C/12-1817

Pay Equity

Focuses on the fight of a group of clerical workers to earn salaries equal to those of male workers in comparable jobs.

AFL-C10, 1984
a/28m/C

Portrait in Black--A. Philip Randolph

In an interview, the civil rights leader and former president of the Brotherhood of Sleeping Car Porters tells the story of his long crusade for black equality.

AFL-CIO, 1970
h-c-a/10 min./C

Pregnant but Equal: The Fight for Maternity Benefits

Records the history of the fight to pass the Pregnancy Discrimination Act in 1978 making it illegal for employers to discriminate against pregant workers.

Pennsylvania State AFL-C10, 1982
c-a/24m/C/33764

Quest for Equality

Covers the blacks' struggle for freedom from 1910 through 1970. The program ends with an analysis of the Supreme Court decisions of 1954 and 1964 that outlawed segregation in public schools and established that "separate" is unequal.

Encyclopedia Britannica
i-j-h/6 filmstrips/C/11870

Roy Wilkins: The Right to Dignity

Narrated by Sidney Poitier. A profile of the civil rights activist from his birth in St. Louis in 1901 to his retirement as head of the National Association for the Advancement of Colored People in 1977. On-camera reminiscences of Wilkins and those who fought with him to end segregation offer viewers an insider's look at the NAACP's role in bringing about the landmark Brown vs. Board of Education decision and civil rights victories in the 1960s. Roy Wilkins' autobiography, entitled Standing Fast, is available separately.

Zenger Video
j-s/20 min./C/NAC103B-VC6 (Beta)/NAC103V-VC6 (VHS)/PEN154-VC6 (paperback)

Sex Discrimination: The Fight Goes On

Presents the history of sex discrimination in America and of the legal struggle to ensure equality for both sexes.
Random House/Minnesota Media
h-a/filmstrip: 537-694293-3

She's Nobody's Baby: American Woman in the 20th Century

Looks at the contributions and changing roles the American woman and the historical events which influenced these changes. Presents a portrait of social reformers, labor leaders, homemakers and factory workers. Travels through the 1900's taping newsreels, Hollywood movies, historical photographs and television sitcoms to tell the story of women's changing position and role in society. Narrated by Marlo Thomas and Alan Alda. Mounted on two reels.
Kent State, 1981
h-c/55 min./C/CC4334

She's Nobody's Baby (Edited Version)

See description above.
University of Missouri-Columbia, 1981
h-a/35m/C/12-1823

Simple Matter of Justice

Jean Stapleton, Rosalynn Carter, Betty Ford and Lady Bird Johnson are among the women in this film who present the story of the fight for ERA.
Kent State University, 1978
h-c-a/26 min./C/16mm/Video
c-a/59m/CEQTY-000

Strange Fruit

Story of a black family living in a small 1948 Georgia town. Henry Brown, the eldest son, works as a painter to support his mother and small brother. At first, fearing the loss of his job and therefore the means of supporting his family, he is reluctant to become involved with attempts by local blacks to register to vote. After the apparent murder of the local minister and registration organizer, Henry becomes determined to register to vote, and for his efforts he is severely beaten, then lynched. His tragic and unnecessary death serves as an inspiration to his family, and other blacks in the community. Based on the novel by Lillian Smith.
Kent State, 1978
h-c/33 min./C/CC3728

Suffering Until Suffrage

The plight of suffragists, like Susan B. Anthony, is shown in this film by the demonstrations, petitions and other activities that culminated in the 19th Amendment in 1920 and women's right to vote.
Guidance Associates, 1976
i-j/3 min./C/7300

Take This Woman

Explores equal employment opportunity for women through specific cases, judicial decisions and experts' views.

University of Wisconsin, 1979
j-h-c-a/25 min./C/09128

To Kill A Mockingbird

Based on Harper Lee's highly acclaimed novel, this filmstrip tells the story of a small Southern town during the Depression that sees an eruption of racial bigotry when a lawyer chooses to defend a black man charged with raping a white girl. Two sound filmstrips, guide & related paperback.

Encyclopedia Britannica
h-40m/C/filmstrip

Trial of Susan B. Anthony

Reenactment of Susan B. Anthony's trial.

University of Wisconsin, 1972
i-j-h/23 min./C/09501

We Are Woman

Helen Reddy narrates this view of men and women, tracing the traditional role of women from its historical origins up through contemporary society, giving the viewer an understanding of the emerging career opportunities and life styles available to women.

University of Missouri-Columbia, 1975
j-h-c-a/29 min./C/12-0105

We The Woman

Examines the role of women and the women's movement throughout American history using re-enactments. Shows the efforts of women such as Lucretia Mott, Susan B. Anthony, Elizabeth Cady Stanton, and Carrie Chapman Catt who worked for women's rights during the 19th Century. Discusses the characteristics of the woman's movement today. Narrated by Mary Tyler Moore. The American Parade Series.

Kent State, 1974
h-c-a/31 min./C/CC3275

Why Not A Woman

Looks at the new opportunities for women in non-traditional occupations.

AFL-CIO, 1976
a/26m/C/@

Woman's Place, A (Xerox)

Gives a comprehensive look at the many and varied ways that the traditional role of women is changing in American society. Traces the influences which created and perpetuate the old image of women, presenting examples of children's books, toys, film clips, TV commercials and advertisements, as well as personal statements from women in all walks of life. Contrasts the

opposing viewpoints on the question of biological differences and role differences between men and women through interviews with Estelle Ramey, Lionel Tiger, and others. Details examples of how women are rethinking their roles and reaching out to cope with their many new potentials and freedoms through courses on women's studies, encounter groups, and conferences.
Michigan Media, 1974
h-c-a/52 min./C/4535-F

Women and Society

Whatever the place of women in today's society, history has sadly neglected them. Women are often made to appear frivolous and ridiculous in history, or are seen in either a supportive or manipulative role. This program focuses on what traditional history has obscured: social history - the history of ordinary lives. Special attention is given to the suffragette movement, and to the role of women in industry during wartime.
Kent State, 1983
h-c/26 min./C/VU274 (3/4" U-Matic)/VH274 (1/2" VHS)

Women: An American History

Surveys the history of American women from colonial times to the present.
Encyclopedia Britanica
i-j-h/102 min./six filmstrips/C/6916

Women in an Era of Change

Filmstrip reviews women's fight for equality from its beginnings to today's controversial "women's liberation" movement.
Knowledge Unlimited, 1981
p-j-h-c-a/filmstrip/b&w/3017

Women, Law and Politics

A panel examines current issues involving freedom and the rights of American women.
Pennsylvania State University, 1971
h-c-a/30 min./b&w/31783

Women in Management: Threat or Opportunity

Explores sterotyped predispositions about women's roles, and women's attitudes toward these prejudices. Unrehearsed discussion groups in training sessions reveal how both men and women react to the advent of Affirmative Action programs and how they feel about themselves, their families and their jobs. Presents one company's efforts to adapt to the change and shows documentary footage of their career planning sessions, counseling and management education workshops. Suggests that there are positive rewards for the company that is able to resolve the questions concerning women in management. Designed to prepare the viewer in making the full range of appropriate responses to the reality of upwardly mobile women within an organization.
Michigan Media, 1975
s-c-a/29 min./C/4093-F

Women of Steel

Documentary tells the story of four women who escape low-paying, dead end jobs through an affirmative action program in the steel mills in the 70's, only to lose their jobs in the 1980 recession.

AFL-C10, 1985
a/30m/C

Women Today

Dramatized scenarios and interviews with leaders of the Women's Movement demonstrate what it's like to be a woman in America.

Guidance Associates
h-c-a/two filmstrips/C/6678-2460

Women's Liberation

Looks at the Women's Liberation Movement on university campuses, in city streets, in corporations, and in the minds of men and women today. Covers Women's Liberation in many of its diverse perspectives such as a march to reform New York State's abortion laws, Ogle Day on Wall Street, a class in self-defense and a sit-in protest against degradation of women in advertising. Reviews the impact of the women's liberation movement.

Michigan Media, 1971
h-c-a/23 min./C/4723-F

Women's Prejudice Film: Myths v. Realities

Sets the background for the discussion of equal opportunities for women and the attitudes that create barriers to the achievement of equal rights for women in all segments of our society.

AFL-C10, 1975
a/18m/C

Women's Rights in the Courts

Discussion of how the Supreme Court has protected women's rights.

Kent State University, 1982
h-c-a/29 min./C/VU57, VH57/Available in video only. Specify format 3/4" U-matic: VU57, 1/2" VHS: VH57

Workplace Hustle

Explores the many variations of sexual harassment which women encourter on the job and the emotional and economic impact this has on their lives.

AFL-C10, 1981
a/30m/C

You've Come a Long Way, Maybe?

Explores the controversial concept of "comparable worth."

Indiana University, 1981
h-c-a/55 min./C/CVU 3089

THEME 7
RIGHTS OF THE ACCUSED

Bill of Rights in Action, The: Due Process of Law

Dramatizes the issue of when due process of law should give way

to summary punishment in a case involving a student suspended after an alleged act of violence.
University of Texas, 1971
j-h-c-a/23 min./C/C-9147

Bill of Rights in Action, The: Due Process of Law
Shows the basic differences between adult criminal procedures and juvenile law, in a case involving two brothers, one an adult and one a juvenile.
Learning Resources Service, 1974
j-h-c-a/24 min./C/C-9462/6-1680

Bill of Rights in Action, The: The Privilege Against Self-Incrimination
Examines the use of lie detectors and its effect on the privilege against coerced confessions.
University of Texas, 1972
j-h-c-a/23 min./C/C-9137

Bill of Rights in Action, The: The Right to Privacy
Examines the use of electronic surveillance and the constitutional right to privacy.
Learning Resources Service, 1970
j-h-c-a/23 min./C/6-1364

Bill of Rights in Action The: The Story of a Trial
Illustrates the importance of due process by following the case of two men, accused of a misdemeanor, from their arrest through their arraignment and trial.
Learning Resources Service, 1976
j-h-c-a/21 min./C/4-1870

Bill of Rights in Action: Capital Punishment
Examines whether captial punishment constitutes a cruel and unusual punishment under the Eighth Amendment.
University of Texas, 1976
j-h-c-a/23 min./C/C-9468

Capital Punishment
Considers the pros and cons of the issue, traces the history of capital punishment, compares our system to other countries.
Minnesota Citizens
2 filmstrips, 2 cassettes and teacher's guide.

[The] Constitution: That Delicate Balance 5--Crime and Insanity
A hypothetical political assassination is the vehicle for exploring the insanity defense and the controversy surrounding psychiatric testimony in the courtroom. Closed-captioned for the hearing-impaired.
Pennsylvania State/University of Missouri-Columbia, 1984
h-c-a/56m/C/MVCS-1598/36-9155/3/4" U-Matic or 1/2" VHS

Cruel and Unusual Punishment

Questions the validity of capital punishment through interviews with correctional officers and penologists directly involved in execution proceedings.
Pennsylvania State University, 1971
h-c-a/15 min./b&w/21487

Death Penalty: Cruel or Just Punishment

Covers varying views of capital punishment.
h/filmstrip, cassette and teacher's guide/C/682

Eleven Months on Death Row

Looks at the death penalty through the eyes of a man who spent 11 months on death row--and who escaped the hangman's noose by a mere three hours. Produced by Canadian Broadcast Company.
Minnesota Citizens
h-a/17m/C/CSM035

Free Press/Fair Trial

Examines the conflict that often arises between the constitutional right to a free press and the similarly guaranteed right to a fair trial.
Indiana University, 1973
h-c-a/30m/b&w/CB2465,16 (16)/CB2465, VS (Video)

Gideon's Trumpet: Poor Man and the Law

A reenactment of the Gideon v. Wainwright case illustrates the citizen's fundamental right to counsel. Produced by CBX.
University of Wisconsin/Learning Resources Service, 1967
h-c-a/55 min./b&w/06589/9-0315

Gideon v. Wainwright and Miranda v. Arizona

Two decisions clarifying the rights of anyone accused of a crime.
Minnesota Citizens, 1985
Available as "filmstrips on video" or as 6 sound color filmstrips.

Grand Jury: An Institution Under Fire

Probes the nature and function of the grand jury system and traces its historical development.
Michigan Media, 1977
h-c-a/35m/C/1472-F

Handcuffing The Cops?

Examines both sides of the controversy surrounding the exclusionary rule, or the suppression of evidence obtained through the violation of the rights of the accused. Presents examples of actual cases and a dramatization of the complications involved. Reviews current applications of the exclusionary rule. 60 Minutes series.
Kent State, 1980
h-c/17 min./C/CC4299

[The] Insanity Defense

Covers the history of the insanity defense and points out how it has been abused by the legal community. Produced in cooperation with the National Institute for Citizen Education in the Law, Washington, D.C.
Minnesota Citizens (Filmstrip)

Interrogation and Counsel

Two different enactments are presented concerning an accused person's privilege against self-incrimination and his right to have counsel.
University of Texas, 1967
j-h-c-a/21 min./C/C-8462

Investigatory Procedures-Stop and Frisk, Lineups and Incriminating Statements

Presents the basic principles of law and some case decisions that pertain to stop and frisk, lineups, and statements in violation of the Miranda ruling.
Pennsylvania State University, 1969
c-a/21 min./C/21920

Justice in America: Some Are More Equal Than Others

One of a CBS series exposing the injustices in our system of alleged justice. In 75 percent of law suits, poor defendants lose by default because they do not understand the system and cannot afford representation. The system, on the other hand, has been devised by lawyers for lawyers, with no awareness of the real needs of the section of the population for whom its operation works injustice. Documented with real incidents. Narrated by Eric Sevareid.
Michigan Media, 1971
h-c-a/40 min./B/1515-F

Justice, Liberty and Law--An Introduction

Examines the balance between government's responsibility to maintain social order and the rights of those who hold unpopular beliefs.
University of Texas/Pennsylvania State/Minnesota Citizens, 1974
j-h/19 min./C/8465/20897/@

Justice: Justice and the Criminal Courts

Examines the inequities and inefficiencies in the court system, investigates growing distrust, and discusses possible solutions.
Pennsylvania State/University of Wisconsin, 1974
h-c-a/28 min./C/32971/10308

Search and Privacy

Dramatizes a theoretical case of police surveilance in discussing individual privacy, the Fourth Amendment, and search and seizure.
University of Wisconsin/University of Texas/Pennsylvania State, Bill of Rights Series, 1967
j-h-c/22 min./01366/C/C-8463/20080

Trial of Xavier Solorzano

Videocassette shows one of the first criminal trials ever to allow television cameras into a courtroom. Solorzano, a Mexican emigrant, was tried in Las Vegas in 1975 for the attempted murder of his 18 year-old wife. Produced by WTTW-Chicago.

PBS Video
c-a/90 min./C

Trial: The First Day

Discusses what is meant by a jury of one's peers.

Indiana University/University of Missouri-Columbia, 1970
h-c-a/90 min./b&w/CS-2111 (16 or VS)/12-1201-1203

Trial: The Fourth and Final Day

Interview with the judge, both attorneys and the defendant while a jury deliberates on the verdict.

Indiana University/University of Missouri-Columbia/Learning Resources Service, 1970
h-c-a/90 min./b&w/CS-2114/12-1388-1390/CB2114 (16mm or VHS)

Trial: The Second Day

Discusses how much force police have a right to use during apprehension of the suspect.

Indiana University/University of Missouri-Columbia, 1970
h-c-a/90 min./b&w/CS-2112 (16 or VS)/12-1382-1384

Trial: The Third Day

Discusses the advantages of public trials.

Indiana University/University of Missouri-Columbia, 1970
h-c-a/90 min./b&w/CS-2113 (16 or VS)/12-1385-1387

THEME 8
AUTONOMY & ECONOMIC FREEDOM

The Constitution: That Delicate Balance: 10--The Sovereign Self: Right to Live

Personal freedoms and privacy are balanced against state intervention and societal rights in a discussion that touches on abortion, "Baby Doe' cases, and the right to die.

Pennsylvania State/University of Missouri-Columbia, 1984
h-c-a/56m/C/MVCS-1603/36-9160

Gibbons v. Ogden

Examines the Supreme Court cast that interpreted the Constitution as (1) reserving to the states the rights to regulate intrastate commerce and (2) asserting the supreme power of the federal government over the regulation of interstate commerce.

University of Missouri-Columbia, 1977
h-a/36m/C/12-1692

Privacy: Reexamining a Basic Right

This program examines the laws and traditions which define and guarantee the American citizen's right to privacy, and points out the ways these laws have been redefined in light of the rapid expansion of electronic communications systems. The history of wiretap legislation is outlined and the current status of eavesdropping as a law-enforcement tool is reviewed. The program then explores computerized record-keeping, focusing on the benefits and dangers of data exchanges among government agencies, local police, employers and credit agencies. Legislation intended to curb abuses of information gathering, sharing and manipulation are detailed.

Guidance Associates
2 Sound filmstrips with teacher's guide and library unit/06102-820

A Little Rebellion Now and Then: Prologue to the Constitution

Dramatizes the economic problems that occurred between the American Revolution and the establishment of the Constitution. The reenactment of these events, which culminated in Shays' Rebellion and led to the Constitutional Convention, features the characters of James Madison, James Bowdoin, Noah Webster and Daniel Shays, as well as the farmers and merchants, authors and printers, statesmen and soldiers of eighteenth-century New England. Shays' Rebellion has been characterized by constitutional scholar James MacGregor Burns as "a catalytic event in assembling the Convention that gave us our Constitution."

Accompanied by a discussion guide.
Calliope Films, 1985
h-a/30 min./C/16mm or cassette

DISTRIBUTORS

ABC Wide World of Learning, Inc.
1330 Avenue of the Americas
New York, New York 10019
212/887-5722

AFL-CIO
Department of Education/
Film Division
815 Sixteenth Street, N.W.
Room 407
Washington, D.C. 20006
202/637-5153

American Educational Films
Box 8188
Nashville, Tennessee 37207
615/868-2040

American Television
& Communications Corp.
160 Inverness Drive West
Englewood, CO 80112
303/799-1200

Calliope Films
P.O. Box 441368
Somerville, MA 02144
617/776-9369

Carousel Films, Inc.
241 East 34th Street
Room 304
New York, New York 10016
212/683-1660

Center for Humanities Guidance
Assoc's.
90 South Bedford Road
Mount Kisco, New York 10549
800/431-1242

Coronet/MTI Films & Video
108 Wilmot Road
Deerfield, Illinois 60015
312/940-1260
800-255-0208

Current Affairs
P.O. Box 926
346 Ethan Allen Highway
Ridefield, CT 06877
203/431-0421

Encyclopedia Britannica
Educational Corp.
425 North Michigan Avenue
Chicago, Illinois 60611
312/321-6800

Films Incorporated
5547 N. Ravenswood
Chicago, IL 60640-1199
800/323-4222
312/878-2600 ext. 44 (In IL)

G.S.A.
National Audiovisual Center
National Archives and
Records Services
Order Section/PA
Washington, D.C. 20409
301/763-1896

Guidance Associates, Inc.
Communications Park, Box 3000
Mount Kisco, NY 10549-0900
800/431-1242

Indiana University
Audio-Visual Center
Bloomington, Indiana 47405
812/335-8087-Purchase
812/335-2103-Rental & Preview

Karol Media
22 Riverview Drive
Wayne, NJ 07470-3191

Kent State University
Audio Visual Services
Kent, Ohio 44242
216/672-FILM

Learning Corporation of America
108 Wilmont Road
Deerfield, Illinois 60015
800/323-6301
213/940-1290 (In IL, AK, HA)

Learning Resources Service
Southern Illinois University
at Carbondale
Carbondale, Illinois 52901
618/453-2258

Media and Society Seminars
c/o Barbara Eddings
204 Journalism
Columbia University
New York, New York 10027

Michigan Media
University of Michigan
Media Resources Center
400 Fourth Street
Ann Arbor, Michigan 48109
313/764-5360

Minnesota Citizens Council on
Crime & Justice
("Minnesota Citizens")
1427 Washington Avenue South
Minneapolis, MN 55454

MTI Teleprograms, Inc.
108 Wilmot Road
Deerfield, Illinois 60015
800/323-6301
312/940-1290 (In IL, AK, HA)

Office for Intellectual Freedom
American Library Association
50 East Huron Street
Chicago, Illinois 60611
312/944-6780

National Audiovisual Center
National Archives and Records
Administration
Customer Services Section PY
8700 Edgeworth Drive
Capitol Heights, MD 20743-3701
301/763-1896

PBS Video
1320 Braddock Place
Alexandria, VA 22314-1698
800/344-3337 toll free

Pennsylvania State University
Audio Visual Services
Special Services Building
University Park, PA 16802
814/865-6314

Pyramid Films
P.O. Box 1048
Santa Monica, CA 90406
213/828-7577

Random House
Educational Enrichment Materials
Department 9261
400 Hahn Road
Westminster, Maryland 21157
800/638-6460 toll free
301/848-1900 in AK
800/492-0782 in MD

University of Illinois
Film/Video Center
1325 South Oak Street
Champaign, Illinois 61820
217/333-1360

University of Kansas
Film Rental Service
Continuing Education Building
Lawrence, Kansas 66045
913/864-3352

University of Missouri-Columbia
Film and Video Library
505 East Stewart Road
Columbia, Missouri 65201
314/882-3601

University of Texas at Austin
Educational Motion Pictures
Film Library
Drawer W
Austin, TX 78712-7448
512/471-3572

University of Wisconsin-Extension
Bureau of Audio Visual Instruction
P.O. Box 2093
Madison, WI 53701-2093
608/262-1644

Knowledge Unlimited
P.O. Box 52
Madison, Wisconsin 53701-0052
800/356-2303
(In Wisconsin, 608/271-2771)

Walt Disney Educational Media Co.
2100 Riverside Drive
Burbank, CA 91506
213/840-1726 in CA, AK, HA
800/423-2555 toll free

Zenger Video
10,000 Culver Boulevard
P.O. Box 820, Room VC
Culver City, CA 90232-0802
800/421-4246
213/839-2436 (In CA)

6321i

C. Biographies of Organizations Participating in WE THE PEOPLE

THE AMERICAN BAR ASSOCIATION

The American Bar Association (ABA), with its more than 300,000 members, is the world's largest voluntary membership organization. Its members include the country's leading lawyers, legal scholars and jurists.

Public understanding of the law and legal system is one of nine major goals of the ABA. Recognizing the constitutional bicentennial as a unique educational opportunity, the ABA Board of Governors has designated the WE THE PEOPLE project a top priority in the Association's programming.

Both the ABA's Commission on Public Understanding About the Law, sponsor of the WE THE PEOPLE project, and its Special Committee on Youth Education for Citizenship have developed bicentennial programs, in cooperation with numerous national organizations and with the national Commission on the Bicentennial of the U.S. Constitution.

The ABA project includes a series of public television programs; radio spots on National Public Radio; a newspaper supplement; a community forum program; an international symposium at the Smithsonian Institution; a national high school mock trial and essay contest; and conferences and publications.

Contact: Robert S. Peck
Staff Director
Commission on Public Understanding About the Law
American Bar Association
750 North Lake Shore Drive
Chicago, Illinois 60611
312/988-5728

Charlotte C. Anderson
Staff Director
Special Committee on Youth Education
for Citizenship
American Bar Association
750 North Lake Shore Drive
Chicago, Illinois 60611
312/988-5733

AMERICAN ASSOCIATION OF ADULT AND CONTINUING EDUCATION

The American Association for Adult and Continuing Education (AAACE) is a national education organization that includes both institutions and individuals among its members. AAACE promotes adult and continuing education before national and local legislators and the public; supports research; provides professional development opportunities through conferences, seminars and workshops on a national and local level; and disseminates information about the education field through newsletters, books, pamphlets and reports.

AAACE is committed to enriching learning opportunities for all adults and to helping professionals address trends and issues in serving adults in various settings. Membership in AAACE offers personal growth, professional identity, and group force in leading the way for sound adult education programs and funding.

Contact: Judy Koloski
Executive Director
American Association for Adult and
Continuing Education
1201 Sixteenth Street, NW.
Suite 230
Washington, D.C. 20036
202/822-7866

AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES

For 65 years, the American Association of Community and Junior Colleges (AACJC) has played a vital role in promoting two-year community-based colleges, while serving as a forum for administrators, faculty, and trustees to express their concerns and interests.

AACJC serves 1,219 colleges representing five million students who enroll annually for credit in community, technical and junior colleges, and another four million who receive non-credit services.

As the national advocate for community, technical and junior colleges, AACJC seeks to inrease public awareness of the mission and philosophy of community, technical, and junior colleges; of the colleges' contributions to individuals and to our economy; and of the importance of opportunity with excellence in a democratic society.

AACJC currently has foundation, corporate, and federal support for projects focusing on international trade and educational exchange; small business training for women, minorities, and veterans; community organization boards; and establishing business and two-year college partnerships for providing worker training and retraining.

AACJC has worked for the past three years with the Association of Community College Trustees on "Keeping America Working," an effort that has produced a research report and three regional conferences on partnerships between community colleges and the business world. AAAJC and the Small Business Administration maintain a training network in 275 two-year colleges, which has generated more than five million person hours of small business training in the last four years.

AACJC publishes the Community and Junior College Journal September through May, with special summer issues; the AACJC Letter, a weekly newsletter to college administrators; project newsletters; and other special publications, including the annual Community, Technical and Junior College Directory.

Contact: James F. McKenney
American Association of Community
and Junior Colleges
One Dupont Circle, N.W.
Suite 410
Washington, D.C. 20036
202/293-7050

AMERICAN LIBRARY ASSOCIATION

Founded in 1876, the American Library Association (ALA) is the oldest and largest library organization in the world, with a current membership of more than 42,000. Among its purposes, the Association strives to protect Americans' freedom of access to any books or materials they choose to use without fear of censorship or reprisal. Conversely, the Association has taken the position that librarians have the responsibility to provide their patrons with any materials they require.

Intellectual freedom in libraries is a designated priority of the ALA, as articulated in the Association's "Library Bill of Rights." This statement, originally adopted in 1948, indicates the library profession's belief that it is the responsibility of librarians to collect, organize and provide access to the accumulated knowledge and information of the world's cultures; that people everywhere, of all ages, should have unrestricted access to library collections to the extent of their interests and abilities, that neither government nor the librarian should impose barriers -- no matter how well-intentioned -- between the library collection and the user.

The ALA's Office for Intellectual Freedom has primary responsibility for implementing the Association's intellectual freedom policy, through information, coordination and support activities. The goal of the office is to educate librarians and the general public about the nature and importance of intellectual freedom in libraries, in accordance with the First Amendment of the U.S. Constitution and the "Library Bill of Rights."

Through the Freedom to Read Foundation, the ALA intellectual freedom program also offers support for court action to protect freedom of expression and inquiry. Established by ALA as an independent organization in 1969, the Foundation's major goal is the protection of the library patron's right to have access to the world's accumulated knowledge and information, and the librarian's complementary right to provide materials on all points of view, no matter how controversial. The Foundation is supported through voluntary contributions.

Contact: Judith F. Krug, Director
Office for Intellectual Freedom
American Library Association
50 East Huron Street
Chicago, Illinois 60611
312/944-6780

AMERICAN NEWSPAPER PUBLISHERS ASSOCIATION FOUNDATION

The American Newspaper Publishers Association (ANPA) Foundation was chartered in 1961 "to encourage in the broadest and most liberal manner the advancement of freedom of speech and of the press in the United States...."

The Foundation has four major program goals: to develop informed and intelligent newspaper readers; to develop and strengthen public understanding of the press's role in society and the importance of speech and press freedoms; to advance the professionalism of the press; and to enhance the opportunities for minorities in newspapering.

The Newspaper-in-Education (NIE) program, the Foundation's flagship program, coordinates the work of more than 600 newspaper and thousands of school systems that use the newspaper as a tool of instruction. The Foundation also has a campaign to involve newspapers in community literacy programs.

The ANPA Foundation conducts various programs to acquaint the public with its stake in a strong, free press, sponsoring meetings and publications with organizations like the ABA, the National Archives, and print journalism organizations. The focus of these programs for the next several years will be WE THE PEOPLE and the bicentennials of the Constitution and Bill of Rights.

The ANPA has a long-term cooperative arrangement with the Association for Education in Journalism and Mass Communication that concentrates on three areas: teaching media economics and management, computer-based learning in journalism education and support of high school journalism.

The Foundation's most recent mission is to enhance opportunities for minorities in the newspaper business. This goal, adopted in 1985, calls for a five-year program to help newspapers develop techniques for effective recruitment, employment, retention and promotion of minorities.

Contact: Judith D. Hines
Vice President & Director
American Newspaper Publishers
Association Foundation
Box 17407 Dulles Airport
Washington, D.C. 20041
703/648-1000

AMERICAN SOCIETY OF NEWSPAPER EDITORS

The American Society of Newspaper Editors (ASNE) is an organization of more than 900 editors of daily newspapers in the United States and Canada, with membership open to directing editors who have immediate charge of editorial or news policies. Founded in 1922, ASNE's principal purpose has always been to serve as a medium for the exchange of ideas and the professional growth and development of its members.

ASNE is a volunteer-run organization, and most of the Society's work is accomplished by its standing committees. Committee assignments include minority affairs in the profession; freedom of information; ethics; among others. The Society also created a nonprofit foundation in 1979 to help fund worthy projects generated by ASNE committees and the ASNE board. During 1984, this foundation disbursed more than $285,000 for such projects.

Contact: Lee Stinnett
Executive Director
American Society of Newspaper Editors
P.O. Box 17004
Washington, D.C. 20041
703/620-6087

NATIONAL ASSOCIATION OF BAR EXECUTIVES

The National Association of Bar Executives (NABE) represents nearly 500 individuals from 178 bar association organizations nationwide.

Founded in 1941, NABE works primarily to improve the professional competence of bar association executives. It is also involved in educational programming and information sharing, as well as providing bar associations with services like review of publications. Through its committees, NABE works in areas like education, public service, lawyer referral, and continuing legal education.

NABE has formal liaison activities with a number of other bar-related organizations, including the National Conference of Bar Presidents, the National Organization of Bar Counsel, and the Association of Continuing Legal Education Administrators.

Besides its quarterly newsletter, NABE produces a handbook for bar executives and has compiled a book of successful public-relations programs. At its mid-year and annual meetings, NAB conducts its Bar Management Institute, which features advanced training in management techniques.

Contact: Eric Mondschein
Chair, NABE Law-Related Education Committee
New York State Bar Association
One Elk Street
Albany, NY 12207
518/474-1460; 518/463-3200

Paulette Eaneman-Taylor
Chair, NABE Communications and Public Relations Section
State Bar of California
555 Franklin Street
San Francisco, California 94102
415/561-8200

NATIONAL ASSOCIATION OF BROADCASTERS

The National Association of Broadcasters (NAB) is supported by more than 5,000 radio and television stations and all of the commercial networks.

Founded in 1922, the Association represents the broadcast industry before Congress, the courts, regulatory agencies, the White House and before the general public. NAB's mandate is to defend and promote the American system of broadcasting as a powerful means of free communication.

During 1985, NAB focused its public service announcement (PSA) campaign against drunk-driving, demonstrating the industry's commitment to helping solve this national problem through local involvement. At the same time, the industry withstood the threat of a proposed federal ban on beer and wine advertising in the electronic media, relying on First Amendment protections for the airwaves.

The Association offers its membership radio and television management seminars, publications, and assistance in engineering, legal matters, research and public relations. It conducts the world's largest annual broadcasting convention.

All NAB activities and decisions rely on active member support. Broadcasters help shape Association policy through active participation on more than 30 committees. The Board of Directors is comprised of radio and television broadcasters, elected by their fellow Association members.

Contact: Steven Bookshester
Associate General Counsel and
First Amendment Attorney
National Association of Broadcasters
1771 N Street, N.W.
Washington, D.C. 20036
202/429-5430

NATIONAL CABLE TELEVISION ASSOCIATION

The National Cable Television Association (NCTA) is the newest addition to WE THE PEOPLE, representing a multitude of cable systems nationwide. Among its members: American Television & Communications Corporation, Time's cable subsidiary, the first system to pilot bicentennial programming among its operators.

In recent years the cable industry has expanded exponentially, thanks to advances in space-age technology, a wider range of programs and federal deregulation. In 1950, two years after the first cable system started service, only 70 systems served 14,000 subscribers nationwide. Today, nearly half of U.S. households are served by cable. Within the last 10 years the number of people viewing cable has tripled, and over the last five years the number of cable subscribers has doubled. Across the country, some larger cities are all that remains to be wired.

NCTA works to represent this fast-growing and far-flung industry, protecting its First Amendment rights and tracking issues that affect it in other ways. Each month, its national office compiles clippings with news on the industry. Guides to children's cable programming, statistics on the industry, and glossaries of cable terms are also available through NCTA's Washington office.

NCTA plans to encourage its member systems to work on local bicentennial programming, often through public access channels. Some events of national significance -- like the ABA-Smithsonian symposium -- will be covered by C-SPAN, the Cable-Satellite Public Affairs Network.

Contact: Richard Holcomb
Vice President, Corporate Affairs
American Television & Communications Corp.
160 Inverness Drive West
Englewood, Colorado 80112
303/799-1200

Contact: Steven Tuttle
Vice President
Public Affairs
National Cable Television Association
1724 Massachusetts Avenue, N.W.
Washington, D.C. 20036
202/775-3550

NATIONAL COMMUNITY EDUCATION ASSOCIATION

The National Community Education Association (NCEA) was founded in 1966 to advance and support the idea that the educational resources of a community should be available to learners of all ages, and that members of the community have a right to be involved in deciding how those resources should be used.

NCEA encourages the development of a coordinated local system for providing education, recreation, social and cultural opportunities to community members of all ages and educational backgrounds. Working with national and state agencies, organizations, and individuals from the private and public sectors, NCEA stimulates support for community education and helps community education practitioners increase their knowledge and skills so that they may better serve their constituents.

NCEA's membership includes about 1,500 individuals and institutions from every state in the U.S. About 100 members work in Canada and other foreign countries. Members include community school directors and coordinators, other school administrators, community college and university personnel, state department of education staff, and citizen members of local advisory councils. Thirty-eight state community education associations are affiliate members, working closely with NCEA to enhance community education in each state and to strengthen NCEA's work nationally.

NCEA serves its members with conferences and workshops, as well as information and referral services. Publications include Community Education Journal, NCEA's official quarterly publication that discusses current and emerging issues in community education, and Community Education Today, its monthly newsletter.

NCEA is supported in part by the C.S. Mott Foundation, active in community education for 50 years.

Contact: William de Jong
Executive Director
National Community Education Association
119 North Payne
Alexandria, Virginia 22314
703/683-6232

SMITHSONIAN INSTITUTION

The Smithsonian Institution continues to cooperate with the ABA Commission on Public Understanding About the Law in planning a major international symposium that will commemorate the 200th anniversary of the U.S. Constitution and Bill of Rights. Scheduled for May, 1987, the six-day Conference on "Our Constitutional Roots, Rights and Responsibilities" will open at Monticello, Thomas Jefferson's estate, and the University of Virginia, the university that he founded. The symposium will continue on to Washington, D.C., for sessions in architecturally appropriate settings identified with the judicial, legislative and executive branches.

University of Virginia Law School Professor A.E. Dick Howard, ABA Commission Staff Director Robert S. Peck and director of Smithsonian symposia and seminars Wilton S. Dillon, are collaborating in plans for the symposium. In addition, the threesome has met with members of the University of Virginia faculty to discuss the ideas and themes to be treated in the event.

In 1983, the Smithsonian enlisted the ABA's legal expertise in another international symposium, "High Technology and Human Freedom," which honored British writer George Orwell. The ABA Commission and the Smithsonian presented a forum called "Can One Hide From Big Brother? American Law and the Effects of Technology on Privacy." Fred Graham of CBS News served as moderator. Two essays from that forum appear in the Smithsonian Press book, High Technology and Human Freedom, edited by Lewis H. Lapham of Harper's magazine. The essays are "Privacy and Autonomy in American Law," by A.E. Dick Howard and "The Rise of the Computer State," by David Burnham.

A second book on constitutionalism will soon emerge from the Orwell symposium, edited by Robert S. Peck. Intended for the legal profession and the public at large, it will be published by the Smithsonian Press to provide readings appropriate for the 200th anniversary of the Constitution and its educational opportunities for examining the conditions for self-government.

Contact: Wilton S. Dillon
Director
Office of Smithsonian Symposia
and Seminars
SI T-550
Smithsonian Institution
Washington, D.C. 20560
202/357-2328

SOCIETY OF PROFESSIONAL JOURNALISTS, SIGMA DELTA CHI

The Society of Professional Journalists, Sigma Delta Chi (SPJ/SDX) is the largest organization representing the field of journalism today, with 300 professional and campus chapters that include 24,000 individual members -- most of whom work in the media, teach journalism, or attend college as they prepare for careers in journalism. Approximately 75 percent of the Society's membership is professional.

Founded in 1909, among the Society's goals are safeguarding the flow of information from government and other sources to the public; advancing high ethical standards and competency in the profession; and recognizing outstanding achievement by journalists.

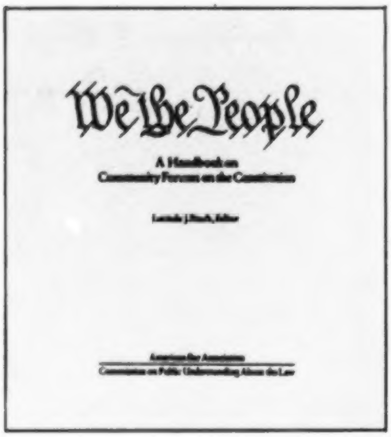
Besides its conventions and professional development programs, the Society's other programs include Quill. This monthly magazine, the profession's voice for more than 70 years, is principally devoted to examining issues in journalism like ethics and freedom of information. The Society also provides financial support to help maintain freedom of the press and freedom of information through the SPJ/SDX Legal Defense Fund. In an arrangement with the Reporters Committee for Freedom of the Press, the Fund provides both a research attorney and legal counsel for chapters and members with questions and problems on freedom of information matters.

In 1983, the SPJ/SDX board approved Project Watchdog, a national program to educate the general public about the value of a free press in America. The project's goals are chapter-generated programs in 1986 and a broadcast and print promotional campaign in 1987 that will reach all citizens. Project Watchdog is working with other WE THE PEOPLE organizations to broaden the reach of its own projects and increase constitutional literacy.

Contact: Robert H. Wills
President-Elect, SPJ/SDX
The Milwaukee Sentinel
918 North Fourth Street
P.O. Box 371
Milwaukee, Wisconsin 53201
414/224-2140

Russell Tornabene
Executive Director
The Society of Professional Journalists
53 West Jackson Boulevard, Suite 731
Chicago, Illinois 60604
312/922-7762; 312/922-7424

COMING SOON!


We The People

A Handbook on
Community Forums on the Constitution

WE THE PEOPLE:
COMMUNITY FORUMS
ON THE CONSTITUTION

To help you to take advantage of the information contained in this planning guide, the ABA's Commission on Public Understanding About the Law will be publishing a handbook entitled WE THE PEOPLE: COMMUNITY FORUMS ON THE CONSTITUTION. The handbook will provide several scripts and background legal memoranda on each of the eight themes covered by the various components of the WE THE PEOPLE project:

1. Why a Constitution
2. Governing a Nation
3. Judicial Power
4. Freedom of Expression and the Political Process
5. Self-Expression and Freedom of Conscience
6. Equality Under the Constitution
7. Rights of the Accused and
8. Autonomy and Economic Freedom

Just as the Commission's earlier handbook Speaking & Writing Truth gave audiences an opportunity to explore First Amendment free speech and free press issues, the WE THE PEOPLE handbook will provide scripts and background legal memoranda on each of the themes mentioned above. In addition, to assist organizers in provoking lively discussions following the scripted portions of the forums, a set of questions will accompany each script .

Each topic unit, comprised of the script, questions, and background legal memorandum, will be printed as a separate pamphlet, for easy copying and distribution. The handbook will be produced in loose-leaf format so that individual topic units can be used and so that additional topic units can be added to the binders as they become available.

The binders containing the first series of scripts will be available in Winter 1986. For an order form, contact:

Commission on Public Understanding About the Law
750 North Lake Shore Drive
Chicago, IL 60611
(312) 988-5726

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